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ABSTRACT

The document provides a model for planning and evaluating adult basic education (ABE) programs in correctional settings and is also a workbook for its implementation. It requires the use and understanding of systems techniques and concepts. The introduction discusses the rationale for and development of the conceptual model; basic systems, concepts, and principles; and directions for the model's use. The following seven chapters present major functions that must be incorporated into an ABE delivery system. Chapter 1 concerns the conceptualization of the correctional system, describing the real life environment, with ABE programs as an integral part of the system. Chapters 2 through 5, and 7 combine to provide a very detailed model for a management system: establishing a philosophy and assessing needs; defining systems goals, subgoals, and objectives; formulating a plan to implement major goals; and evaluating delivery systems and programs. Chapter 6 constitutes a model for an instructional delivery system. For each element a definition of concept, relation of element or function to the total model and directions to the user are presented. Appended material includes: a 27-page bibliography; a 21-item annotated list of bibliographies of ABE materials; a glossary; names of contributors to the model, resource personnel and advisory committee members; and author and subject indexes. (Author/BP)

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MODEL OF
ADULT BASIC
EDUCATION
IN CORRECTIONS

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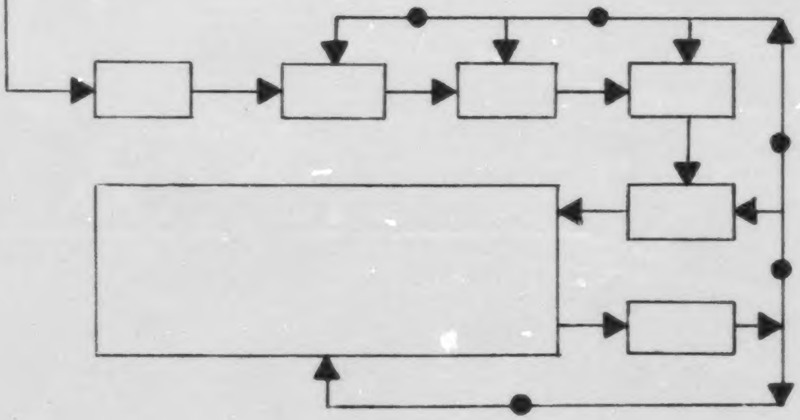

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FOREWORD

Illiteracy and incarceration are double trouble.

Of the correctional population in the United States, 85 percent are adult functional illiterates--persons whose basic communication and computational skills are at best no higher than the fifth-grade level. Of those in this group, 96 percent will be released in two years, most without adequate preparation for work or for establishing a productive and sustaining way of life. Their plight is not just their own. It affects the quality of life of the entire nation.

In 1969, the Division of Adult Education of the U.S. Office of Education funded the University of Hawaii Adult Basic Education in Corrections (ABEC) project to bring the concentrated resources of the University, USOE and the Bureau of Prisons to bear on the problems of incarcerated adults. The project was conceived and carried out as a developmental effort designed to produce a national system of adult basic education in correctional institutions. From the beginning it has sought to create effective educational programs which could be sustained through existing resources.

In 1969-70, the first year of project activity, goals for ABEC were determined at a national conference by former inmates, a group of corrections personnel, sociologists, economists, educators, and government administrators. Preliminary instructional models were developed at two national seminars and a final model coalesced from them by a model design committee. During the next two years, correctional personnel were trained at sixteen regional seminars to adapt and implement the model in their institutions.

The model presented here is a revision of the one developed in 1969-70. Developed under the leadership of Dr. T.A. Ryan, it reflects the experience, the insights, and the concern of the ABEC seminar participants and resource persons. In the best sense, it is the result of three years of participatory planning and experimentation by those in need of adult basic education, those who can assist adults in their learning, and those decision-makers who control the conditions under which adult learning can take place.

Paul V. Delker

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Director
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PREFACE

> Our Nation must be as vitally concerned with the education of its adults as it is with the education of its children. Adult education can pay rich personal and social dividends--not 20 years from now--but immediately. Our Nation must provide the "secondary opportunity" for the partially educated, the uninvolved, the illiterate, the adult with yesterday's tools who are in need of marketable skills for today.
>
> National Advisory Council on Adult Education

This is a conceptual model of adult basic education in corrections, which has been developed for the explicit purpose of providing a strong rational approach for planning and evaluating adult basic education for correctional settings. Use of the model to plan and evaluate delivery systems of adult basic education in corrections will optimize outcomes, fulfill public demands for accountability, and at the same time contribute to the solution of one of the nation's major social problems--education of the academically, socially, and vocationally disadvantaged adults in federal, state, and local correctional institutions. Quality programs of adult basic education should be an integral part of the total educational opportunities provided for youth and adults in every community. Adult basic education systems should prepare individuals to assume and implement adult responsibilities in a democratic society. Nowhere is there a more critical need for adult basic education than in the correctional settings, in which is found one of the most disadvantaged populations in the nation.

Every ten years the census lists the characteristics of persons in correctional institutions, including federal and state prisons, local jails and workhouses. The latest tabulations show the median years of school completed by state and federal prison and reformatory populations to be 8.6 years. The census also shows 23.9 percent of the offenders to be laborers, compared to 5.1 percent in the total population. A striking fact about offenders who have been convicted of crimes of violence and theft is the rate of recidivism. A review of a number of studies in various states and in the federal prison system leads to the conclusion that despite considerable variation among jurisdictions, roughly 80 percent of the offenders released from prison will be reimprisoned, usually for committing new offenses, within a five-year period (President's Commission on Crime in America, 1967). This is testimony to the need for educational systems in corrections which will achieve total development of the individuals, preparing them to be fully functioning members of society capable of realizing individual well-being and contributing to social welfare.

Every individual must learn to cope and interact with the total environment in a rational manner. The individual must find self-fulfillment, derive a sense of self-worth, feel pride in accomplishment, and have a sense of personal dignity. All individuals should be provided with opportunities through which to develop their innate capacities to maximum potential. The offenders in the jurisdiction of the nation's correctional systems must be prepared for implementation of adult responsibilities in a free society. This conceptual model of adult basic education in corrections can be used to accomplish these ends. This model can be used to develop delivery systems providing for management control in a performance context. The model is designed to produce dynamic instructional systems, which provide for continuing improvement and modification to meet changes in offender populations, and changing social and economic conditions.

The structural organization of this book was developed with the idea in mind that those who will use the model for planning and evaluating adult basic education programs for correctional settings typically are busy individuals, working under pressure of time and often in isolated geographic locations. The book is a self-contained unit, including an introductory section which provides a ready reference to the concepts and principles of systems approach which are implemented in the model, and directions to the user for getting the greatest possible benefits from the model. The heart of the book consists of the seven chapters which follow the introductory section, and which comprise the model proper. Each chapter represents a major element or function which must be incorporated in a delivery system of adult basic education in any correctional setting. In the model three expository sections are presented for each element: (1) definition of the concepts; (2) relation of the element or function to the total model; and (3) directions to the user in developing and implementing the function in a delivery system. The third section, *directions to users*, *is presented in italicized type as the last part of the exposition on that particular function*. An Appendix following the model proper contains a glossary of terms, a comprehensive bibliography of references on adult basic education in corrections, and a materials source list.

This book is not intended for casual reading. It actually is a work book. Those who use the model as it was intended will work to design or evaluate delivery systems of adult basic education for correctional settings. The benefits from the investment of energy and time on the part of the users will more than justify the work entailed.

T. A. Ryan
Honolulu, Hawaii

January 31, 1975

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President's Commission on Crime in America. *Crime in America: The challenge of crime in a free society*. Washington: U. S. Government Printing Office, 1967.

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The authors are grateful for the advice and assistance received from many sources. Members of design committees, team leaders, instructors, and participants in regional and national seminars from 1970 to 1972 contributed most directly to the development of this model. Resource persons for the Adult Basic Education in Corrections Program from 1969 to 1972 contributed many of the ideas incorporated in the model through presentations at seminars or preparation of papers. The members of the Advisory Committee of Adult Basic Education in Corrections Program deserve special recognition for their contributions, particularly in relation to the development of a rationale and design of a framework for a conceptual Model of Adult Basic Education in Corrections. Those who served on the Design Committee, participants in seminars, resource persons, and members of the Advisory Committee are listed in the Appendix.

Special recognition is due to individuals in the U.S. Office of Education, Division of Adult Education, who provided substantive input to the model development task from the time of the inception of the Adult Basic Education in Corrections Program in 1969 with a grant under provisions of P.L. 91-230, Section 309(c). In this category are Mr. Paul V. Delker, Director, Division of Adult Education, Mr. Morris L. Brown, Chief, Program Planning, Ms. Betty L. Donahue, Dr. Eleanor Jean Hinsley, and Ms. Mary Irene Pendell who served as Project Officers. Mr. M. Eldon Schultz, Regional Program Officer, U.S. Office of Education, Region V, Chicago, and Mr. Calvin J. Nichols, Regional Program Officer, U.S. Office of Education, Region IX, San Francisco, have made continuing contributions to the development of the model. Mr. Schultz and Mr. Nichols have provided invaluable information, references, and materials which have been incorporated in the model.

Special appreciation is due to those in the U.S. Bureau of Prisons who continued to encourage and support the project, as well as contributing important substantive ideas. The authors are grateful especially to Ms. Sylvia G. McCollum, Education Research Specialist, U.S. Bureau of Prisons, and the staff at the Washington, D. C. office, U.S. Bureau of Prisons. Deep and abiding appreciation and recognition are due to the wardens and superintendents across the nation, and the state directors of corrections and adult basic education whose continuing support and demonstrated belief in the ideals and goals of the Adult Basic Education in Corrections Program combined to make the dream of this model become a reality. Had it not been for these dedicated individuals the footprints which will be made in corrections and adult basic education by virtue of the implementation of this model never would have come into being. It is to these individuals that a very special recognition must be given, for they are the ones who made it possible for the nearly 300 key persons in corrections to participate in the seminars and meetings where the model was designed, evaluated, revised, and finally, developed into the vehicle for change that is presented in this volume.

Finally, acknowledgment and appreciation are due to Ms. Marilyn Pierce, Research Associate, and Ms. Annette Matsuoka, Secretary, Education Research and Development Center, for their conscientious and wholehearted efforts in developing the model and getting it ready for publication. Special thanks are due for their competent assistance and critical review, and attention to detail in preparing the manuscript.

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PART I

INTRODUCTION

This introduction consists of three sections. The first section presents a rationale for the design and evaluation of delivery systems of adult basic education in corrections, and describes the nature and development of the conceptual model. The next section defines basic systems concepts and principles which are implemented in the model. The last section gives directions to users of the conceptual model, for designing and evaluating delivery systems of adult basic education for correctional settings.

Rationale For Systems Of Adult Basic Education In Corrections

> ... in America, we have cultivated crime and hence have reaped a bountiful crop. Crime is the ultimate human degradation. A civilized people have no higher duty than to do everything within their power to seek its reduction. We can prevent nearly all of the crime now suffered in America if we care. To the extent that the agencies of law enforcement and justice do not do their jobs effectively, they fail to prevent crime. If the correctional programs do not correct, a core of hardened and habitual criminals will continue to plague the community. Ramsey Clark

The Need For Adult Basic Education In Corrections

Education in correctional institutions in the United States has evolved in response to societal forces and cultural demands. This evolutionary process is characterized by a developmental pattern which has been more haphazard and idiosyncratic than orderly and planned. The unfortunate part of this situation is that the effectiveness of any system is directly related to the degree to which there is order and organization in its structure, and clear interdependence among all parts of the organization, with the parts all working together to achieve a stated mission. Despite the demonstrated need for education in correctional settings for the large segment of the offender population which is deficient academically, socially, and vocationally, the design of management systems and the development of instructional programs of adult basic education have been limited. A survey of 550 correctional institutions in the United States in 1969, revealed a need to improve and/or expand adult basic education in corrections (Ryan, 1972). Despite the tacit recognition of the nation's responsibility for providing specialized educational programs to meet the needs of adults whose deficiencies in communication, computation, or social relationship skills constitute an impairment of their ability to get or retain employment or meet adult responsibilities, relatively few correctional institutions have a reported enrollment of a significant percentage of the total institutional population in adult basic education programs.

Concomitant with an increasing recognition of the need for educational opportunities in corrections, there has been a demand for program results and benefits in all social and educational systems (Kane, 1970;Churchman, 1968). The responsibility for accountability in corrections, along with other social systems, has been recognized. This means that decision-makers in corrections must be prepared to do what they say they will do. Administrators must be prepared to answer questions: "What were the intended outcomes of education in this institution?" "What, in fact, was achieved?" The warden or superintendent of an institution, the teacher in the education department are accountable. The mandate for accountability demands from corrections personnel more than an exposition of what was intended and what was achieved. There is the further requirement to explain the discrepancies between intended and achieved, supporting with fact--not fiction--the failures to achieve anticipated outcomes.

Corrections faces a two-fold challenge: (1) protection of society from those individuals whose deficits in behavior repertoires and inadequacies in personal development militate against their fulfilling constructive social roles; and, (2) at the same time, correcting, or changing the directions, of these individuals to overcome their behavioral deficits and realize full personal development thereby preparing them for constructive participation in society and productive economic roles. This challenge can be met by using the model of adult basic education in corrections to achieve a systematic approach in which the functions of security and treatment are related logically and rationally, and systems of education are initiated and maintained which will prepare individuals for constructive, productive social, political, and economic participation.

Development Of The Conceptual Model

This model is a group product. It is the direct result of the thinking of over 300 persons who participated in the Adult Basic Education in Corrections Program between 1969 to 1972. It reflects the ideas of resource persons for the Adult Basic Education in Corrections Program, including a number of offenders and ex-offenders, and countless researchers and practitioners in corrections, education, behavioral and social sciences, labor, business, industry, social and service organizations. The comments and suggestions from users and reviewers of two experimental versions of this model have been taken into consideration in the synthesis of this edition.

Development of the conceptual model began in May 1969, when the Education Research and Development Center of the University of Hawaii, with a grant from the U.S. Office of Education, Division of Adult Education, initiated the Adult Basic Education in Corrections Program. The first major task was a national survey of correctional institutions to assess needs, by comparing the real life environments of the institutions with an idealized version of an educational program constituting an integral part of a total correctional system. The needs assessment was followed in October 1969, by an invitational work conference, in which a Committee of One Hundred, comprised of recognized leaders in corrections, justice, law enforcement, education, welfare, employment, community affairs, social services, labor, industry, business, behavioral and social sciences, offenders and ex-offenders, established a philosophical base and defined major goals of adult basic education in corrections. These goals were implemented in two experimental models, developed in January and February 1970, respectively, in two 24-day seminars. The two models, the Morgantown and San Dimas Models, were evaluated internally and by outside independent raters before being synthesized into the first version of a conceptual Model of Adult Basic Education in Corrections. This experimental model was used in

1971 as a vehicle for design of delivery systems for 66 correctional institutions. The system designs, developed in nine 10-day regional seminars, were management models, intended to serve primarily as management tools for accomplishing accountability. The delivery system models developed in 1971 using the first version of the conceptual model were evaluated, and these evaluations provided feedback to guide the revision of the conceptual model. This second experimental version, completed in September 1971 was used in 1972 to create 49 delivery systems for instructional programs of adult basic education in correctional settings. The delivery system models were evaluated, and a self-evaluation and external evaluation of the revised conceptual model were made. The results of these evaluations, together with the evaluations of delivery system models, provided feedback to direct the third revision of the conceptual model. This revision, accomplished in June 1972, is the conceptual model presented herein, Chapters I through VII.

Those who had responsibility for the actual writing of this model and design of the flowchart, stand convinced that the product justifies the enormous amount of time and effort devoted to it by the many persons who have been involved. It is the thesis of the authors that this model not only offers a tested vehicle for planning and evaluating effective systems of adult basic education programs which are integral parts of a total correctional system, but, equally important, the model sets forth a common language by which the communication process in adult basic education and corrections can be facilitated, and affords a means by which thought and research on problems in corrections can be stimulated and existing system operations evaluated and improved.

Concepts And Basic Systems Techniques

This conceptual model was developed through implementation of the concepts, principles, and techniques of systems research. The use of the model to design or evaluate programs of adult basic education for correctional settings requires the use of systems techniques and the understanding of systems concepts. *This section is devoted to an overview of basic systems concepts, principles, and techniques. A basic knowledge of systems will facilitate understanding of the conceptual model and enhance the potential to be derived from using the model to design and evaluate delivery systems.* The user is urged to become familiar with the concepts, principles, and techniques presented in this section. Institutions or agencies are cautioned against attempting to use the model in an unsystematic way. The systems approach is a *team approach* which achieves optimum benefits from investments of human and material resources. The full potential from using this model will be realized if a team approach is implemented according to the plan described in this section.

Basic Systems Concepts

The systems approach is a scientific process of analyzing, coordinating, relating, and combining elements to make an organized, orderly whole for optimizing accomplishment of a specified mission. The process involves:

1. Specification of the system parameters or requirements and delineation of the mission;
2. Assessment of needs and establishment of goal priorities;
3. Implementation of goals in behaviorally defined objectives;
4. Determination of resources and constraints;
5. Identification of alternatives in terms of consequences;
6. Evaluation of alternatives in terms of consequences;
7. Implementation of strategies which optimize system operation;
8. Provision for measurement and evaluation with continuing feedback to insure quality control and direct system modification.

A systems approach is an operational concept which refers to a process of analyzing existing systems and creating or synthesizing new systems.

The systems approach means analyzing the real life world of an organization as a prerequisite to setting realistic goals; exploring the range of alternatives open to the decision-maker for implementing the goals; and, finally, evaluating results of putting decisions into action in an effort to achieve the mission of the organization. Essentially, the systems approach is a logical, rational way of solving problems. When the systems approach is employed, the end result is innovation, improvement, efficiency, and effectiveness.

A *system* is an organization or structure of an orderly whole composed of a number of elements related in such a way that each element and the totality of all the parts work together to accomplish the mission of the organization or structure. Corrections is a system, the mission of which is to correct the offender so that the welfare of society and the well-being of the individual will be preserved and maintained. The extent to which corrections implements an efficiently functioning system is a moot question. Only when it can be shown that a correctional institution, in fact, is bringing about the kind of correction in the offender population to make for social betterment and individual well-being can it be said that the system mission is being accomplished.

A *conceptual model*, as illustrated by the Model of Adult Basic Education in Corrections presented in Chapters I through VII, is a generalized or process model. It describes a process operation which can be replicated under many conditions in a variety of settings. The Model of Adult Basic Education in Corrections describes the process of initiating and maintaining a system of adult basic education in a correctional setting. The conceptual model identifies the essential elements or functions which must be implemented to achieve an effective or efficient program operation.

A *delivery system* is an organization or structure made up of a number of related parts or functions which work together to deliver or produce identifiable objects, actions, and/or information. A delivery system turns out products. A delivery system of adult basic education for a correctional institution turns out products in the form of offenders who have been changed or corrected by virtue of the participation in experiences or environments specified in the system design.

The conceptual model is used for simulation, either with a computer or by verbal walk-through. In this case, the conceptual model presented in Chapters I through VII is used to process information about a particular institution, thereby detecting malfunctions in the system operation and indicating alternative strategies which might be implemented to improve the system operation. Several alternatives can be identified and then in narration simulation these possibilities can be compared and the best possible solution determined. Tradeoffs can be made to achieve optimum performance.

Basic System Techniques

There are four basic system techniques: (1) analysis; (2) synthesis; (3) modeling; and (4) simulation

1. *Analysis* is defined as the process of identifying the parts which make up a whole, relating the parts to each other and to the whole itself, separating the parts, and limiting the process, so the parts do not lose identity.

2. *Synthesis* is defined as the process of identifying parts which make up a whole, determining relationships among the parts and between the parts and the whole, combining the parts in new ways to create a new whole, and limiting the operation when further combination is either not desirable or not feasible.

3. *Modeling* is the process of producing highly simplified but controllable versions of real life situations. The modeling process results in organizing and combining parts and functions into analogs, or replicas, of the real life environment. A *model* created through this process is an analogy of the real world, which can be conceptualized in different forms.

A simplified version of the real world can be expressed as a mathematical equation, a physical device, a narrative or a graphic analog. A flowchart is a graphic analog. The flowchart model maintains higher fidelity or faithfulness to the real world situation than a model in narrative form. Ryan (1969) points out that, as abstractions of reality, models provide means of rationally relating and combining elements, and showing the relationships among elements which combine to create new wholes.

4. *Simulation* is a process for testing a model or for processing data through the model to see if it produces predictable results. Conceptualization of a model in and of itself will not guarantee high fidelity in the system design. Silvern (1972) identifies two major purposes of simulation: (1) testing the model and debugging it until it has a high correspondence with reality; and (2) using the model as a problem-solving device. In testing the model, problems are input, processed and reprocessed until all elements and their relationships are identified and appear to be correct. At this point the model design is fixed. The model then can be used for simulation by taking typical problems and running it through the model. This should result in finding alternative solutions and the identification of a best possible solution. Using the graphic model, simulation can be accomplished with a computer or by verbal walk-through of a model using a real life situation. When simulation is done as an overt activity mentally performed by talking through a problem on a model, Silvern (1972) calls it narration simulation.

In the process of simulation an effort is made to determine the best possible solution to a problem. The commonly accepted criteria for judging the worth of alternative solutions are: performance, cost, time, reliability, maintainability, attainability, and validity. Performance refers to the operation. Cost refers to the expenditures which will be required in light of available funds. Reliability refers to the degree of dependability which can be attached to the operation over time. Maintainability refers to the extent to which the operation can be maintained, and takes into account repair and replacement factors. Attainability refers to the extent to which the alternative solution can become a reality and includes factors such as staffing. Validity is the most important of the criteria, because it refers to the extent to which the alternative solution, in fact, will contribute toward realization of the stated objectives.

LOGOS is a language which is used in flowchart modeling. There are other languages for flowchart models, but LOGOS is used in this book because it is simple to use, and easy to understand. Silvern (1969) published the specifications for LOGOS, a language for optimizing graphically ordered systems. LOGOS is a language which communicates the thought or concept embodied in a group of words or characters of another language. LOGOS is a graphic language. It does not rely solely upon alpha (a, b, c . . . z) or numeric (1, 2, 3 . . . n) characters. It utilizes other shapes and symbols as well as alpha and numeric characters. LOGOS is a non-mathematical language. LOGOS is a language used in model-building. The thought expressed by a LOGOS flowchart is a conceptualization in the form of a graphic analog representing a real-life situation. Since LOGOS language is an integral part of the Adult Basic Education in Corrections flowchart model, it is necessary to understand the meaning of function or functional block, descriptor, point numeric code, signal path, feedback, and feedforward (Silvern, 1972).

The elements which combine to make up systems are called *functions*. In LOGOS language, the whole is represented by a large rectangle. This is usually portrayed as the outside edges of the sheet of paper on which the flowchart model is to be drawn. Each of the parts, or functions, is depicted by a functional block, a descriptor, and a point numeric code. A function is shown in a rectangular function block ▭ , identified by a descriptor of five words or less, and a point numeric code. The descriptor, whether in the flowchart or in the accompanying narrative is printed in upper case letters (EXAMINE REAL LIFE ENVIRONMENT). The point numeric code which appears in the lower right hand corner of each function box identifies the function. Each major function is coded 1.0, 2.0, 3.0 . . . n.0. The elements which combine to make up each major function are coded 1.1. 1.2, or 2.1. 2.2 . . n.n. Point numeric codes (1.1) and (1.2) express the concept that major function (1.0) is made up of two parts, (1.1) and (1.2). Signal paths ⟶ describe the flow of actions, information or objects between and among functions and specify functional relationships among the elements of the system. The flow of actions, information, or objects always is in one direction only. A signal path consists of a tail, a solid straight line, and an arrowhead at one end of the line. Only one arrowhead is shown on any signal path. The symbol Ⓕ stands for feedback and indicates that output from one function feeds back along a signal path to an earlier function which it enters as input and upon which it exerts an effect. The symbol (FF) stands for feedforward, and indicates that output from one function feeds forward along a signal path to a later function which it enters as input and upon which it exerts an effect. Feedforward is used only when information, actions or objects go from one major subsystem to another major subsystem, bypassing a major subsystem on the way.

Systems Principles

There are four basic principles which can be applied in evaluating a system (Ryan, 1969):

Principle 1. The greater the degree of *compatibility* between system and environment, the more effective the system. Compatibility refers to the extent to which a system is geared to a particular environment. An effective system would be one which is designed to match a given environment.

Principle 2. The greater the degree of *optimization*, the more effective the system. Optimization is defined as the degree of congruence between system synthesis and system purpose. A system should be adapted to its environment in such a way as to secure the best possible performance to achieve and accomplish the mission of the system.

Principle 3. The greater the degree of *wholeness* in the system, the more efficient the system. Wholeness is defined by the degree to which every part relates to every other part so that a change in one part causes a change in the other.

Principle 4. The greater the degree of *systematization*, the more efficient the operation of the system. Systematization refers to degree of strength in the relationships among parts of the system. If the parts of a system are only loosely tied together, replacement or retooling of system parts may be in order to achieve the desired level of tightness for an effective system. The aim here is to achieve as strong relationships as possible among the elements which combine to make up the system.

Ryan (1969) defined an index of system effectiveness in terms of the degree to which the system operation implements the four basic principles. The extent to which a system manifests wholeness, has strength in relationships among the parts, is mission oriented, and is compatible with its environment determines the efficiency and effectiveness of the system operation.

The use of the Conceptual Model presented in Chapters I through VII for planning or evaluating systems of adult basic education in correctional settings requires a thorough understanding of systems concepts, skill in using techniques of analysis, synthesis, modeling, and simulation, ability to read and communicate in LOGOS language, and knowledge of the four basic systems principles.

Use of the Conceptual Model

This conceptual Model of Adult Basic Education in Corrections is intended to be used primarily as a vehicle for planning and evaluating systems of adult basic education for correctional settings. The model also can be used by researchers to analyze the educational process in corrections, define education-related problems in the correctional system, and evaluate solutions to these problems. Users must have a clear understanding of the structure, principles, and organization of the conceptual model, a proficiency in applying systems techniques, and understanding of systems concepts and principles. The user should refer frequently to the glossary of terms in the back of the book to assist in understanding concepts implemented in the model, and should make reference to the preceding section on basic systems to assist in interpreting and using the conceptual model and applying systems techniques to design and evaluate delivery systems.

This model is designed for use--rather than reading. The user is cautioned against confusing this model with an expository narrative like a novel. This model should not be read from cover to cover, solely for enjoyment. The worth of this model will be assessed by determining the extent to which it is used to design or evaluate systems of adult basic education for correctional settings. If this model is to realize its potential as a useful vehicle for corrections administrators, the decision maker must be able to use it to analyze a total corrections system, establish an institutional philosophy, define goals and objectives, formulate plans for adult basic education, develop and implement programs of adult basic education, and evaluate the total system operation. The model must be equally useful and valuable to instructional and instruction-related personnel who must be able to use it to plan, implement, and evaluate adult basic education programs. The experimental versions of the model have been used extensively both by administrators and instructional personnel in designing and evaluating management and instructional systems of adult basic education for correctional agencies and institutions. The success of the earlier editions of the model can be attributed in large measure to the way in which the model was used.

The experience to date with use of the conceptual model to develop and evaluate adult basic education systems for correctional settings documents the viability of a workshop or seminar approach which will accomplish two purposes simultaneously--design of a delivery system model and training of personnel for continued leadership roles in providing subsequent pre-service and/or in-service training as well as ongoing evaluation and revision of the system. Accomplishment of the mission of corrections requires both personnel training and model implementation. Both elements are essential. Either one by itself is not sufficient. Models must be synthesized to accomplish the mission of corrections and these models must be implemented. Personnel must be trained in model design and must be prepared to direct and support model implementation. It is not enough to have a model that can produce an efficient system to support and contribute to inmate welfare. There must be trained personnel at the institution or agency where the model is to be implemented, if the full potential of system operation is to be realized. It is not enough to have personnel trained in the use of systems techniques. There also must be model design and implementation.

This conceptual model describes the process of developing, implementing, and evaluating adult basic education for correctional settings. This model can be used to simulate real life situations. By verbally walking through each of the functions in this model, it is possible to evaluate the operation of that function and to determine the way in which relationships shown in the conceptual model are implemented in the setting. This will indicate the weaknesses and strengths in the system as it is operating, point up needs for improvement, and suggest directions for change. This talking through of a real life situation by following the signal paths and attending to each of the functions in the conceptual model is the process of narration simulation. In talking through the real life situation, evaluation of the system can be made by checking the system operation against the four principles of general systems.

The design of the delivery system of adult basic education for a given setting is accomplished by converting each function in the process model to an operating function for the delivery system model. This requires writing an operational description of the function in a narrative and drawing a flowchart model to depict the function as a graphic analog. This means that each function must be considered and then a narrative must be written and a flowchart model must be drawn. The narrative must be written to describe the way in which the function will operate in the delivery system, and to identify the relationships of the function to others in the delivery system. The flowchart model will depict the functions and relationships of the system, showing feedback, feedforward, and adjustment mechanisms. It is assumed that actions, information and objects flow along the signal paths between and among the functions in the model. The signal paths shown in the conceptual model are presented as the direction of flow for an effective, efficient process of adult basic education. In the delivery system model it is essential that the description of the functions and their interrelationships be specific to a given setting. In the conceptual model narrative the italicized sections, at the end of the expositions for each of the functions, give directions to the user for converting the element to an operational concept in the delivery system model.

The conceptual model is designed to present the process of adult basic education in corrections. Use of this model can result in evaluation or design of a delivery system of adult basic education for any correctional setting--local, state or federal facility; medium, maximum or minimum security setting; male, female, or coeducational population.

Since a systems approach is a team approach, the optimum benefit from using the conceptual model to plan and evaluate adult basic education in corrections can be realized from a team. Planned workshops or seminars will facilitate and stimulate team work and set the stage for continued interdepartmental cooperation and involvement.

The recommended approach for most effective utilization of the conceptual model is the workshop or seminar approach in which a team made up of individuals having had prior training and experience in the Adult Basic Education in Corrections Program provides instruction in systems techniques and gives guidance to participants designing a delivery system model for their institutions. The individuals comprising the instructional team have been designated as regional team leaders.

The initial workshop will require a five-day period, during which the basic concepts and skills of systems approach would be taught, and the delivery system model developed. In such a workshop it would be expected that the following objectives would be accomplished: (1) participants would develop understanding of the basic concepts and acquire proficiency in using systems approach to design or evaluate delivery systems; and (2) participants would design a system model of adult basic education for the institution or agency. The agenda for the initial five-day workshop should provide for: one day to overview the conceptual model and provide supervised practice in using systems techniques; three days to design the delivery system model; and one day for simulation and revision. Participants should be assigned to teams.

The initial workshop should be followed with another two-day session, or two one-day sessions during the year, at which time advanced training can be given to the participants and the delivery system model can be simulated, evaluated, and revised. From this point on, there should be continuing staff development, program improvement, and system evaluation through use of the conceptual model by institutional personnel.

After participation in workshops conducted by one of the Adult Basic Education in Corrections' regional teams, participants should be prepared to provide continuing pre-service and in-service training for other institutional staff; continued evaluation and refinement of the delivery system model designed for the institution; and development of curriculum guides to implement the instructional system.

As part of the Adult Basic Education in Corrections Program, instructional packets for seminars have been developed implementing a design for a training model in an institutional or agency setting. The materials have been tested for use with personnel of correctional institutions and agencies. Under the direction of a regional team leader, with the assistance of one or two team members, instruction in the use of the conceptual model can be given and supervision can be provided to participants using the model to design delivery systems. A list of recommended regional team leaders is available upon request from Dr. T. A. Ryan, Adult Basic Education in Corrections Program Director, 1776 University Avenue, Honolulu, Hawaii 96822.

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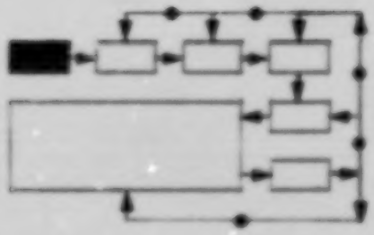
PART II

MODEL OF ADULT BASIC EDUCATION IN CORRECTIONS

This model consists of seven chapters, which combine to present a narrative exposition of the conceptual model of Adult Basic Education in Corrections, and a flowchart. Chapter I concerns the conceptualization of the correctional system, describes the real life environment in its totality and the functions in the system, delineates the relationships of education to other functions in the system elements, and defines the requirements which must be met by a system of adult basic education. Chapter II, III, IV, V, and VII combine to provide a model for a management delivery system. Chapter VI constitutes a model for an instructional delivery system. The flowchart (Supplementary Figure) is in the back of the book.

CHAPTER I



ANALYZE REAL LIFE ENVIRONMENT (1.0)

Introduction

> To begin any new project one must look at the system as it now exists and begin there. Joseph Oresic

A system is produced by following a specified plan of action: analysis of the real life environment; establishment of a philosophy to depict an idealized environment; definition of goals and objectives; formulation of a plan; development, implementation, and evaluation of the program; and evaluation of the system. This chapter deals with the first step in the sequence of events that leads to production and operation of a system--analysis of the real life environment.

Analysis is the process of taking an existing whole, breaking it into its parts, identifying the parts, relating the parts, and limiting the process. This is exactly the process that will take place in (1.0), ANALYZE REAL LIFE ENVIRONMENT, when the parts which combine to make up the corrections system in a given setting are identified, their relationships described, and the parts considered separately. A *system* is an organization or structure of an orderly whole, made up of parts which are related to each other and to the whole, with all of the parts, individually and in consort, working to achieve a defined mission. Every system operates in an environment (Ryan, 1969). Corrections is a system. The parts of a corrections system consist of actions, information, and objects. The actions are the functions of the institution. The objects are the individuals for whom the system operates, the offenders, and the ones who implement the functions. Analysis of a corrections system is accomplished by considering carefully the available information about the offenders, the institutional functions, and the setting or environment in which the system operates.

The central concern of corrections is with the behaviors of offenders (Grenier, 1972; Houchin, 1972). A correctional system is concerned with securing and controlling individuals who have demonstrated behaviors that did not contribute to the welfare of society or the well-being of the individual. At the same time a correctional system is concerned with changing behaviors of these individuals so they can become contributing, productive members of society. It is essential to begin the production of a system by determining the present behaviors, that is, the knowledge, skills, and attitudes, and the personal characteristics of the individuals, since it is by comparing the real life situation, with the ideal that needs can be assessed and system objectives defined. It is important to know the functions which are being implemented in the existing system and the environment in which the system is functioning, since this information points to gaps in the present system operation, unveils weaknesses in relationships among the parts of the system, and indicates problems of incompatibility between the system and its environment. One of the major pitfalls in designing or operating a system is the incompatibility of system and environment. A system which is designed for one environment and which may be effectively functioning in that environment may be a complete failure in a different environment. It is utterly inconceivable to expect a public school model of education to meet the needs or fulfill the mission of corrections. Fisher (1970) made this point, ". . . the biggest mistake that correctional institutions have made and some are still making . . . is patterning their school system after public school (p.189)." Synthesis of a new system cannot take place unless the real life environment, including the offenders, the institutional functions, and the system environment, are identified clearly and completely. Innovation and improvement can take place *only* if there is a clear and complete understanding of that which is to be improved. The elements or functions which are considered essential components of a correctional system are: (1) the system environment; (2) the offender population; and (3) the institutional functions.

The function ANALYZE REAL LIFE ENVIRONMENT (1.0) is accomplished by making three major analyses: ANALYZE SYSTEM ENVIRONMENT (1.1), ANALYZE OFFENDER POPULATION (1.2), and ANALYZE FUNCTIONS (1.3). In the delivery system model each of these analyses will be made and the results reported in detail.

ANALYZE SYSTEM ENVIRONMENT (1.1)

The system environment consists of the physical setting of the institution and the post-release communities which accommodate the major portion of the offender group.

The function ANALYZE SYSTEM ENVIRONMENT (1.1) is accomplished for the delivery system model by identifying and describing the environment immediately surrounding the institution, ANALYZE INSTITUTIONAL SETTING (1.1.1), and the environment which will be the post-release residence of the offenders, ANALYZE POST-RELEASE COMMUNITIES (1.1.2).

ANALYZE INSTITUTIONAL SETTING (1.1.1)

The institutional setting is made up of two parts, the institution proper and the nearby community which serves the institution. This community may be a rural area, a small or medium sized town, a large city, or a metropolitan area. The setting includes physical, social, psychological, and economic factors.

The setting is important because these factors influence system operation (Boyles, 1970; Eckenrode, 1971).

The function, ANALYZE INSTITUTIONAL SETTING (1.1.1) is accomplished in the delivery system model by carrying out two activities: ANALYZE/DESCRIBE INSTITUTION PROPER (1.1.1.1) and ANALYZE/DESCRIBE NEARBY COMMUNITY (1.1.1.2).

ANALYZE/DESCRIBE INSTITUTION PROPER (1.1.1.1). The institution proper is made up of physical, social-cultural, economic, and psychological factors. The physical factors include type of terrain, distance from cities or towns, rural or urban setting and facility information. Facility information includes age, number, size and structural design of buildings, size of the grounds, type of facility, composition of population, and size of personnel complement. The type of facility is determined by the age range served (youth or adult), sex (male, female, coeducational), security (maximum, medium, minimum), and capacity compared to actual number of residents. The composition of population is determined by the general description of the offender group.

The social factors of the institution proper include the social structure and social classes of the institution. These are defined by the status accorded to offenders vs institutional personnel, and the social classes among the offenders and institutional personnel as determined by the formal and informal power groups.

The economic factors of the institution are defined by the contributions of prison industry or farm to the system operation, and by the socio-economic level represented by offenders and the various groups in the institution personnel.

The psychological factors are defined by the attitudes and values of offenders and institution personnel.

All of these factors bear upon the operation of the system and exert influence on the efforts to achieve innovation and improvement.

This function, ANALYZE/DESCRIBE INSTITUTION PROPER (1.1.1.1) is accomplished in the delivery system model by mentally analyzing and reporting results in the narrative by describing physical, social-cultural, economic, and psychological factors surrounding the institution proper.

Under physical factors, describe type of terrain, distance from nearest cities or towns, rural or urban setting. Describe the facility by reporting the construction date, number, size, and structural design of buildings; size of grounds, type of facility according to age range served--youth or adult; sex of population--male, female, coeducational; security--maximum, medium, minimum; capacity vs actual number of offenders housed in the institution. Describe the composition of population by reporting general characteristics of the population. Describe the personnel complement by reporting the number of employees, and, if possible, a breakdown by major function--security, treatment, administration, industry, maintenance.

Under social-cultural factors, based on subjective evaluation if objective data are not available, describe the general social structure and identify the social groupings or classes in the institution among offenders and institution personnel. Identify formal and informal power groups.

Under economic factors of the institution describe prison industries or farm operations, and socio-economic levels of the majority of offenders and of the institution personnel.

Under psychological factors describe the general feeling inside the institution with regard to attitudes and values. This will be a subjective evaluation of the way in which institutional personnel feel about the offender population, corrections as a system, the institutional operation. These feelings are reflected in attitudes which support a belief in a punitive vs rehabilitative vs corrective mission; belief in the dignity and worth of the offender vs a feeling of an inferior group of individuals; actions indicating cooperation among departments vs lack of communication and cooperation. Describe the major values of the institution personnel and the inmates.

ANALYZE/DESCRIBE COMMUNITY (1.1.1.2). The community of the institution is the nearest village, town, city, or metropolitan area serving the institution. The community consists of geographic, social, economic and psychological factors.

This is an important part of the setting, since it is this community in which a large part of the institutional staff will reside and it is to this community that the institution will look for support of program operations and system goals (Frickson, 1972; Jeffes, 1971; Nelson, 1972; Oresic, 1972). The local community exerts a tremendous effect on the institutional operations (Eckenrode, 1971). The public attitude toward rehabilitation and correction and the community response to rehabilitative and corrective programs, as well as support and opinions of prominent political figures in the local, state, and federal jurisdictions, influence the level and nature of system operations (Boone, 1972; Steeves, 1971).

This function, ANALYZE/DESCRIBE COMMUNITY (1.1.1.2) is accomplished in the delivery system model by describing the geographic, social, economic, and psychological factors which constitute major elements in the community life.

Describe geographic factors by telling the location, physical and political boundaries and landmarks, and climate in the area.

Describe social-cultural factors by identifying the power groups in the community and describing the way in which institution personnel participate in local social, service, and civic activities. Identify dominant ethnic groups.

Describe economic factors by identifying the major business, industry, and labor activities. Describe the general employment picture, and indicate *projected employment trends for the area.*

Describe psychological factors by relating, based on subjective evaluation if objective data are not available, the degree to which the community supports, in principle and in practice, the correctional institution operation. Describe the feelings of the community residents about cooperation with the institution, attitudes toward rehabilitative and corrective programs. Describe the major values which are reflected in the community.

The main concern in this sub-system is to analyze and describe the factors of the particular community that affect the operation of a particular correctional institution, rather than factors univeral to all communities.

ANALYZE POST-RELEASE COMMUNITIES (1.1.2)

Post-release refers to the period of time after the offender is released from the institution. This may be through discharge, parole, furlough, or work-release. The post-release community is made up of the geographic region or regions to which the major portion of the offenders go upon release from the institution. The community may be one large metropolitan area, or the entire United States. The post-release community may be more than one town, city, or metropolitan area to which the offenders will go upon release. The post-release community has social-cultural, economic, and psychological factors.

The post-release community is important, because the correctional system in the institution must operate to prepare the offender for return to free society as a civically responsible member contributing to social well being and economic growth of the community. The only way in which the correctional system can prepare an individual for effective, productive, constructive functioning in a given environment is to provide a program which is designed intentionally and realistically to fit the individual for that particular social-economic psychological setting (Caldwell, 1971; Clausen, 1971; McCollum, 1972; Mock, 1971). If there are groups of bigoted individuals in the community who are opposed to having ex-offenders in the area, it is critical to help the individual, while in the institution, to develop the kind of coping skills needed in this situation. If there are occupations which are not open to ex-offenders in the community, the institution must provide training in other areas to equip the individual with the skills and knowledge needed for employment in occupations which are open to ex-offenders. The offender must prepare, while in the institution, for assuming family responsibilities, and he/she must learn how to make worthy use of leisure time. The offender must be prepared to adjust to the cultural factors which are part of his/her post-community. Communities are not all the same. It is important to know the communities to which the offenders will go upon release (Black, 1971). These may or may not be the same ones from which they came on entering the institution. *One of the major challenges of corrections is to bridge the gap between the institution and the free world.* This cannot be accomplished without careful and considered analysis of the post-release community, as a prerequisite to planning viable programs of correction inside the institution. Information about the post-release community can be obtained from a variety of sources. Social-cultural information can be obtained from Chambers of Commerce, newspapers, welfare agencies, social agencies, and civic groups, as well as from offender records and interviews in cases where the offender is returning to the same community from which he has come. Economic information can be obtained from State Employment Offices, U.S. Department of Labor, labor unions, and newspapers.

The function ANALYZE POST-RELEASE COMMUNITIES (1.1.2) is accomplished in the delivery system model by describing geographic, social-cultural, economic, and psychological factors and reporting sources for obtaining each category of information. Describe geographic factors by identifying location, and describing physical and political boundaries and landmarks.

Describe the social-cultural information by describing family relationships, recreational opportunities, religious groups, ethnic groups, ghetto settings, social structure, power groups, and political pressures of the community. List sources where this information will be obtained for the particular institution, so the information can be kept up-to-date.

Describe economic factors by reporting unemployment rates for different occupational groups, employment opportunities, job trends, major labor, business, and industry activities in the community. If there are job restrictions or requirements unique to the area, report these. List sources of economic information, so this can be kept up-to-date.

Describe psychological factors by reporting, based on subjective judgment if objective data are not available, the dominant values of the community and the attitudes to offenders and the correctional process.

ANALYZE OFFENDER POPULATION (1.2)

The offender population is defined as the total number of individuals sentenced to a given institutional jurisdiction. The offender population for any institution consists of all the individuals sentenced to the institution for the purpose of correction. The function ANALYZE OFFENDER POPULATION (1.2) requires identification of the offender population according to social-cultural characteristics, economic characteristics, and personal/psychological characteristics, and listing of sources for obtaining information in each of these categories.

There is no function more critical to the achievement of a viable system operation than the function ANALYZE OFFENDER POPULATION (1.2) (Barrett, 1971). The delivery system in any correctional setting must be designed to change the behaviors of the offender population in that particular setting (Elerbe, 1972; Ryan, 1970). Offenders must be motivated to want to change their behaviors (Dilworth, 1971; Furbay, 1972; Johnson, 1972; Nichols, 1972; Woodward, 1970). Without reliable, valid, objective and complete information to describe the offenders in any given setting, it is not possible to design a viable delivery system. It is not possible to identify the changes that need to be made in the offenders without first having a clear and accurate picture of the offender group at the starting point. The most critical element in the correctional system environment is the offender population (Brinkman, 1972; Davis, 1972; Maresh, 1972; McFerren, 1972; Pancrazio, 1972). Any delivery system must be designed with the offenders in mind.

The ANALYZE OFFENDER POPULATION (1.2) function is made up of three parts: ANALYZE/DESCRIBE OFFENDER SOCIAL-CULTURAL CHARACTERISTICS (1.2.1), ANALYZE/DESCRIBE OFFENDER ECONOMIC CHARACTERISTICS (1.2.2), and ANALYZE/DESCRIBE OFFENDER PERSONAL-PSYCHOLOGICAL CHARACTERISTICS (1.2.3).

ANALYZE/DESCRIBE OFFENDER SOCIAL-CULTURAL CHARACTERISTICS (1.2.1)

The social-cultural characteristics of an offender population are made up of social and cultural factors describing the groups in an institution. Social factors constitute the characteristics which typify individuals or groups of individuals living together. Cultural factors constitute the characteristics which typify the patterns of behavior which can be expected from a group of individuals.

Social-cultural characteristics of an offender population are important because these factors will bear heavily on the planning and implementation of programs to change offenders (Wells, 1970). It is critical to know the power groups among the offenders and to be aware of patterns of behavior expected from different ethnic or culture groups, in order to develop and operate a successful program of correction (Dilworth, 1971; Johnston, 1971; Nickel, 1970). This information is available from probation/parole offices, churches, families, personal interviews, court records, pre-sentence reports, and welfare and social agencies.

The ANALYZE/DESCRIBE OFFENDER SOCIAL-CULTURAL CHARACTERISTICS (1.2.1) function is accomplished in the delivery system by describing for the total population, by percentage breakdown, the family background, religious affiliation, recreational interests or leisure time activities, peer group affiliation, and ethnic or cultural group affiliation. List sources for obtaining this information, so the system can be kept up-to-date.

ANALYZE/DESCRIBE OFFENDER ECONOMIC CHARACTERISTICS (1.2.2)

Economic characteristics of an offender population are the present earning power and prior occupational history of the individuals in an institution. Present earning power is defined in terms of job skills, attitudes, and knowledge required to support oneself and family within the law. Prior occupational history is defined as the chronological sequence of jobs held by the individuals over a time span encompassing the previous potential working years.

The economic characteristics of the offender population are important, since one of the major aims of a correctional system will be to change the offender in such ways that he/she will be able to get and maintain employment commensurate with his/her abilities. The economic status of offenders varies, but generally their earning power is lower than the average citizen, and their prior occupational history portrays a disoriented, irregular, and incomplete picture. They have failed to achieve a healthy pattern of career development, which would support vertical and horizontal mobility in the job market. Their employment has generally been on jobs that were short in duration and mainly in unskilled occupations. Programs to help offenders acquire the job skills, knowledge, and attitudes requisite for productive participation in the labor force can be built only on the basis of an analysis of the job skills, knowledge, and attitudes which the individuals have at the starting point.

This information about offender economic characteristics can be obtained from interview, previous employers, family, friends, and records.

The ANALYZE/DESCRIBE OFFENDER ECONOMIC CHARACTERISTICS (1.2.2) function is accomplished in the delivery system model by describing the present level of job skills, knowledge, and attitudes of the offender population in an institution. This is done by reporting the percentages of the population having different levels and kinds of job skills, knowledge, and attitudes. The sources for obtaining this information should be listed, to keep the information up-to-date.

In this sub-system, also describe the previous employment history of the population, by reporting the percentages of the population capable of employment or having had reported employment in the different occupational groups--unskilled to professional--upon entry to the institution. List sources for obtaining information, so this can be kept up-to-date.

ANALYZE/DESCRIBE OFFENDER PERSONAL-PSYCHOLOGICAL CHARACTERISTICS (1.2.3)

Personal-psychological characteristics of the offender are those factors and behaviors which combine to make up the personality of an individual, including interests, values, attitudes, aptitudes, mental ability, educational achievement, kinds of offenses, length of sentence, age, sex, race, and marital status.

The personal-psychological characteristics of the offender population are important because these factors will determine in large measure the kind of programs needed to achieve the correction of individuals in the institution. The personal-psychological characteristics of individuals set the baseline upon which correction programs must be built (Nielson, 1972; Reed, 1972). Behavior is a reflection of values and attitudes, and in order to change overt behavior, the values and attitudes of the individual must be identified and changed (Nielson, 1972; Ryan, 1970; Woodward, 1972). The value structure of the offender, in general, varies considerably from that of the adult in a free society (Jeffes, 1971; McCollum, 1972; Pancrazio, 1972; Ward, 1971; Warren, 1972). Typically, the offender has been exposed to a limited amount of parental guidance, possesses a poor self-image, lacks self-discipline, resents authority, and is failure-oriented. Values are constructs with cognitive and affective aspects which exert directive influences on an individual, constituting the characteristics which shape the behavior of the individual. This information is obtained from test records, interview, and reports.

The ANALYZE/DESCRIBE OFFENDER PERSONAL-PSYCHOLOGICAL CHARACTERISTICS (1.2.3) function is accomplished in the delivery system by reporting under each of the categories of personal-psychological characteristics the number of individuals in the total population falling in different levels or intervals. This should be done in table form. The categories of interest should be listed, following usual listing from standardized interest tests. Categories of values will be listed, using value inventories to determine relevant values. Aptitudes should be listed according to those included in the Differential Aptitude Test Battery or General Aptitude Test Battery. Mental ability should be categorized according to test score bands. Educational achievement should be listed by grade level, as indicated from school records, and also by test record. Listing offenses by kind and time and listing offenders by age, sex, race and marital status are self-explanatory. List also sources for obtaining each kind of information.

ANALYZE FUNCTIONS (1.3)

A function is an activity carried on to implement the mission of the system. A function, or an element, is an integral part of an organization or structure designed to accomplish a stated mission. Corrections functions are those activities carried on in the correctional setting to accomplish the mission of corrections, the redirection of behaviors of individuals so personal welfare and social well-being will be achieved and maintained. The corrections functions may be carried on within or outside a correctional institution. With the added emphasis on community-based corrections, many of the traditional institutional functions now are taking place outside the institution--in treatment centers, halfway houses, work settings, and schools.

Corrections functions are made up of two kinds of activities: offender-related and institution-related. The ANALYZE FUNCTIONS (1.3) is made up of two parts: ANALYZE OFFENDER-RELATED FUNCTIONS (1.3.1) and ANALYZE INSTITUTION-RELATED FUNCTIONS (1.3.2).

ANALYZE OFFENDER-RELATED FUNCTIONS (1.3.1)

Offender-related functions are those activities in the corrections system which are concerned primarily with redirection of the offender population from anti-social into socially productive and constructive avenues. These activities fall in two categories: security and control of the offender, and treatment of the offender. The ANALYZE OFFENDER-RELATED FUNCTIONS (1.3.1) is made up of two parts: ANALYZE/DESCRIBE SECURING AND CONTROLLING FUNCTIONS (1.3.1.1) and ANALYZE/DESCRIBE TREATMENT FUNCTIONS (1.3.1.2).

ANALYZE/DESCRIBE SECURING AND CONTROLLING FUNCTIONS (1.3.1.1). Securing refers to security or custody of the correctional setting and directly involves the offender in a manner prescribed by law. The securing function is accomplished through walls, fences, and towers. Controlling refers to rules and regulations that make for an orderly operation within the setting.

Wardens and superintendents are in strong agreement that without the securing and controlling functions in corrections implementation of any other function would be impossible (Nelson, 1972; Parkinson, 1972). The securing and controlling of the offender population within the correctional jurisdiction, including movement inside and outside the institution, must be recognized as prerequisites for any kind of treatment program. This is shown by the signal paths (1.3.1.1) ⇄ (1.3.1.2).

The ANALYZE/DESCRIBE SECURING AND CONTROLLING FUNCTIONS (1.3.1.1) is accomplished in the delivery system model by describing the structural factors that contribute to security and control, such as walls, fences, towers; and the activities or prescriptions that are carried out in the interest of maintaining security and control, such as number and time of daily counts, movement procedures, adjustment proceedings, departmental and institutional rules and regulations.

ANALYZE/DESCRIBE TREATMENT FUNCTIONS (1.3.1.2). Treatment is the process of managing remedial and corrective services. What happens in securing and controlling the offender population (1.3.1.1) affects the treatment functions in a correctional system, and vice versa. There is a strong mutually reciprocal relationship existing between the two functions. This is shown by the reciprocal signal paths in the flowchart. Treatment can take place in a traditional correctional setting or in some type of community treatment facility.

The treatment function in a corrections system is a key element, since the mission of corrections calls for redirecting the behaviors of the individuals. This can be accomplished only through remedial and corrective services. The ANALYZE/DESCRIBE TREATMENT FUNCTIONS (1.3.1.2) is made up of seven parts: ANALYZE/DESCRIBE EDUCATION FUNCTION (1.3.1.2.1), ANALYZE/DESCRIBE PSYCHOLOGY/ PSYCHIATRY/ THERAPY FUNCTION (1.3.1.2.2), ANALYZE/DESCRIBE MEDICAL/DENTAL FUNCTION (1.3.1.2.3), ANALYZE/DESCRIBE SOCIAL WORK FUNCTION (1.3.1.2.4), ANALYZE DESCRIBE CLASSIFICATION/PROBATION/ PAROLE FUNCTION (1.3.1.2.5), ANALYZE/DESCRIBE OMBUDSMAN/LEGAL FUNCTION (1.3.1.2.6), and ANALYZE/DESCRIBE RELIGION FUNCTION (1.3.1.2.7).

ANALYZE/DESCRIBE EDUCATION FUNCTION (1.3.1.2.1) Education is a process of changing behaviors of an individual in desirable directions. Changing of behavior can take place as a result of planned, intended sequence of activities specifically designed to bring about defined behavioral changes, or the modification in behavior can come about as a result of unplanned, unintended experiences and environments which reinforce the behavioral change. Education, as part of the treatment function in a corrections system, is intended, planned, and directed, with experiences specifically created and environments purposefully contrived to bring about specified behavior changes in the offender population. These behavior changes include changes in knowledge, skills, attitudes, and values of the individuals making up the population in a given correctional setting.

The education function in a corrections system is made up of seven parts: ANALYZE/DESCRIBE SOCIAL ADJUSTMENT EDUCATION (1.3.1.2.1.1), ANALYZE/DESCRIBE VOCATIONAL EDUCATION-TRAINING (1.3.1.2.1.2), ANALYZE/DESCRIBE ADULT BASIC EDUCATION (1.3.1.2.1.3), ANALYZE/DESCRIBE RECREATION (1.3.1.2.1.4), ANALYZE/DESCRIBE GUIDANCE/COUNSELING (1.3.1.2.1.5), ANALYZE/DESCRIBE LIBRARY SERVICES (1.3.1.2.1.6), and ANALYZE/DESCRIBE COLLEGE (1.3.1.2.1.7).

ANALYZE/DESCRIBE SOCIAL ADJUSTMENT EDUCATION (1.3.1.2.1.1). Social adjustment education consists of the experiences and environments which are created and contrived for the sole purpose of improving and enhancing the capability of the individual to function positively and constructively in social situations. This includes the development of behavior repertoires which will allow the individual to participate in social groups, maintain healthy social relationships, contribute to the social welfare. Social adjustment demands a repertoire of coping skills and subsumes the capability of the individual to function as a family member and contribute to the community. Social adjustment is achieved when problems of alcoholism, drugs, and minority groups are overcome. Social adjustment education must prepare the individual to cope with and overcome these problems (Cassell, 1970; Hatrak, 1970).

Social adjustment education can be provided through planned activities and experiences which constitute part of a curriculum designed specifically to accomplish the objectives of social adjustment in individuals of the offender group. Social adjustment education also can be provided through planned programs developed by service groups such as Jaycees, Alcoholics Anonymous, Black Studies Society, Narcotics Anonymous. This education function can be implemented in programs developed by inmate councils.

The ANALYZE/DESCRIBE SOCIAL ADJUSTMENT EDUCATION (1.3.1.2.1.1) function is accomplished in the delivery system model by describing programs of social adjustment which are operating in the correctional system. Describe social adjustment education by telling who designed the program, the title of the program, objectives, time involved, number of individuals enrolled, number on waiting list, staff, content of the program, methods/materials/techniques, evaluation procedures, budget allocation, and spaces and physical plant facilities used. This information should be given for each program, curriculum, or course which implements the function of social adjustment.

ANALYZE/DESCRIBE VOCATIONAL EDUCATION-TRAINING (1.3.1.2.1.2). Vocational education-training is defined as the experiences and environments created and contrived for the purpose of developing occupational awareness, providing exploratory job experiences, and preparing for gainful employment. Vocational education-training is intended to develop the knowledge, skills, and attitudes so the individual can gain and maintain employment commensurate with his capability.

Vocational education-training can be provided through a program or curriculum developed for implementation at the institution, through work-release or school release utilizing community resources, or a combination of these elements. The primary purpose of vocational education-training is to prepare the individual for the world of work (Caldwell, 1971; Enyart, 1970; Lothridge, 1972; Parkinson, 1971; Towey, 1971).

The ANALYZE/DESCRIBE VOCATIONAL EDUCATION-TRAINING (1.3.1.2.1.2) function is accomplished in the delivery system model by describing the vocational curriculum offered at the institution, including related subjects and skill training, and the programs implemented outside the institution. For each activity, tell who is responsible for the program planning, supervision, the name of the program, the objectives, the time schedule, number of enrollees, number on waiting list, staff, equipment/ materials/ methods/techniques, general content areas, evaluation procedures, budget allocation, and space and physical plant facilities used.

ANALYZE/DESCRIBE ADULT BASIC EDUCATION (1.3.1.2.1.3). Adult basic education is defined as education below the level of high school completion which is designed to prepare the individual for entering and maintaining gainful employment and assuming adult responsibilities. Adult basic education includes two general areas: basic and high school. The basic education prepares the individual to function at the level commensurate with that of a sixth grade completion. High school, offered either as a formal program of courses comparable to that of the public school or a General Education Development (GED) program which includes administering of the GED test, entitles the individual to a high school diploma or a high school equivalency certificate. The adult basic education program is concerned primarily with developing the knowledge, skills, and attitudes to equip the individual for constructive participation in society as a contributing member of the community, capable of being civically responsible and achieving self-realization (Black, 1971; Towey, 1971). The outcomes of the adult basic education program should be reflected in demonstrated capabilities of communication and computation, as well as the possession of a healthy, positive self-image. The outcomes of adult basic education must be more than the development of literacy skills (Ciccariello, 1971). The individuals, by virtue of having successfully participated in adult basic education, must be able to function in society, capable of assuming responsibilities of family members, and be able to maintain an earning power to support themselves and their families. Beyond the scope of literacy skills and job knowledge, adult basic education is involved in the total growth and development of the individual (McGee, 1971; Oresic, 1970; Ryan, 1970).

Adult basic education is an important part of the total educational program since it is in this part of the program that major attention is given to the development of the kind of attitudes, values, skills, and knowledge which will support healthy growth and development of the individual throughout an entire life. Adult basic education should provide ways for meeting psychological, sociological, and economic needs of the individual.

Adult basic education can be provided either in the institution or through schools in the community. The program can be an individualized or group offering of basic education and secondary education. The secondary program can be through high school courses, with granting of units for graduation, or can be a GED program designed to prepare the individuals to pass the General Educational Development test with scores to qualify for the high school equivalency certificate.

The ANALYZE/DESCRIBE ADULT BASIC EDUCATION (1.3.1.2.1.3) function is accomplished in the delivery system model by describing all of the educa-

tion programs below college level. This includes programs from grades one through twelve, offered at the institution as well as in the community, and GED or related prrograms which prepare the individual for acquisition of equivalency certificates through testing. For each program describe who is responsible for planning and supervision, courses included, number of enrollees, number on waiting list, time schedule, staff, equipment, materials/methods/techniques, evaluation procedures, budget allocation, and space and physical plant facilities used.

ANALYZE/DESCRIBE RECREATION (1.3.1.2.1.4). Recreation is defined as the process of contributing to personal growth and development through pleasurable exercise or activity, which is conducted primarily for enjoyment. Recreation is any formal or informal, active or passive leisure time activity used for refreshment of body or mind.

Recreation is an important component of the education function, since it is concerned primarily with worthy use of leisure time. In view of the trend toward greater amounts of leisure time for individuals in the free world, it becomes doubly important to prepare offenders for this situation. It is also important to contribute to the refreshment of body and mind during the confinement of the individual in the institution, since the nature of institutional routine tends to militate against growth and development of the individual.

Recreation can be provided as a planned part of the institutional program, or in the community as part of the community leisure time activities, or a combination of these.

The ANALYZE/DESCRIBE RECREATION (1.3.1.2.1.4) function is accomplished in the delivery system model by describing the recreational programs. For each program or activity, tell who is responsible for planning and supervising, number of participants, time schedules, equipment and materials, evaluation procedures, budget allocation, physical plant and space used, and community involvement.

ANALYZE/DESCRIBE GUIDANCE/COUNSELING (1.3.1.2.1.5). Guidance consists of services provided to individuals or groups to maximize and facilitate learning and direct behavioral change in desirable directions. Counseling consists of services provided by professionally trained personnel to individuals or groups of individuals to assist them in dealing realistically and successfully with the developmental tasks appropriate to growth stages.

Guidance or counseling services as part of the corrections system can be provided by professionally trained members of the institutional staff or by contract personnel. Guidance and counseling services, constituting part of the educational function of corrections, are concerned primarily with educational and vocational development of the individual.

The ANALYZE/DESCRIBE GUIDANCE/COUNSELING (1.3.1.2.1.5) function is accomplished in the delivery system model by telling what kind of guidance and counseling services are provided relating to educational and vocational matters, the availability of these services to offenders, the personnel *responsible for guidance and counseling, number of offenders receiving guidance and counseling, number on the waiting list, materials/methods/techniques employed, space and physical plant facilities used, and budget allocation.*

ANALYZE/DESCRIBE LIBRARY SERVICES (1.3.1.2.1.6). A library consists of a room, rooms, or building where hardware and software are kept, cared for, and circulated. A library houses books, periodicals, newspapers, media, and other learning materials. Library services include those planned activities conducted under supervision of a trained librarian to promote and facilitate individual or group learning. An out-of-the way room with many shelves of outdated, dusty volumes does not constitute library services.

This service should be the center of the education function. The library should be available to all offenders and have an inviting atmosphere conducive to learning. The library services function is important since it supports and contributes to all other components of the education function. This is shown by signal paths from library services to other education subsystems.

The ANALYZE/DESCRIBE LIBRARY SERVICES (1.3.1.2.1.6) function is accomplished in the delivery system model by describing the physical facilities, who is responsible for planning and supervision, availability of the library services to offenders, staff responsible for conducting library services, number of offenders participating in library services, number on waiting list to use the library services, number and publication dates of volumes, circulation rate, circulation system, culling and weeding procedures, materials/equipment/media available, services offered, and budget allocation.

ANALYZE/DESCRIBE COLLEGE (1.3.1.2.1.7). College is defined as post-secondary education, consisting of a planned program of learning experiences and environments designed to contribute to the healthy growth and development of the individual, and leading to the awarding of certificates or granting of degrees.

The college program is an important part of education in a correctional institution, since it meets the needs of the individuals who, by virtue of having completed educational programs before entry to the institution or through the programs offered at the institution, have achieved high school equivalency or graduation which represents the upper end of the adult basic education element of the education program.

College is offered through study-release, with offenders attending regular classes in colleges or universities outside the institution, through contract courses offered by professors who come to the institution, or through correspondence courses (Barrett, 1971; Kennedy, 1970).

The ANALYZE/DESCRIBE COLLEGE (1.3.1.2.1.7) function is accomplished in the delivery system model by describing the nature and extent of college course offerings, the number of enrollees, number on waiting list, staff, budget allocation, space and physical plant used, and cost to offender for participation.

ANALYZE/DESCRIBE PSYCHOLOGY/PSYCHIATRY/THERAPY FUNCTION (1.3.1.2.2)

Clinical psychologists are concerned primarily with treatment of individuals who are severely disturbed. Counseling psychologists work with individuals whose problems typically are of a less severe degree. Psychiatry, in its broadest sense, can be defined as medical psychology. The psychiatrist is a medical doctor specializing in treatment and prevention of mental disorders, both mild and severe. Therapy, or psychotherapy, is concerned with the treatment of personality maladjustment or mental illness by psychological means, usually, but not exclusively, through personal consultation. Therapy is administered individually or to groups through encounter sessions, sensitivity sessions, or behavior modification sessions. Therapy sessions are conducted individually or with groups for the purpose of changing attitudes, values, and overt behavior patterns of the individual. The purpose of psychological, psychiatric, and therapy services for offenders is to help the individuals achieve healthy growth and development, becoming the persons they are capable of becoming. The services of the psychologist, psychiatrist, or therapist are designed to assist individuals in understanding themselves, modifying their personalities in desirable directions, and achieving positive self-images. Through these services the individuals are assisted in the mastery of developmental tasks which must be met to achieve an adjusted, fully functioning personality. The psychological services are concerned primarily with diagnosis and treatment of individuals having emotional or mental problems of a neurotic nature. Psychology is a science concerned with study of behavior of man. The function of psychological services is to understand, predict, and control or modify the behavior of the individual. The adjustment of the individual is an important prerequisite to the achievement of behavioral changes which will equip the person for constructive, productive participation in the free society (Ciccariello, 1971). The majority of offenders have experienced, at least on a temporary basis, personality disorders of one kind or another, ranging from neurotic to psychotic maladjustments in degree of the severity of imbalance. In order to benefit from planned educational experiences, individuals must be sufficiently adjusted to be able to participate in social groups without manifesting bizarre behaviors, and must be sufficiently in touch with reality to be able to relate the educational program to their own growth and development.

These services, concerned as they are with the adjustment of the individual, are vitally important in the correctional setting. The majority of offenders have behavior patterns which are atypical when compared to those of the majority of the population in free society. If the offenders are to become capable of functioning in a productive, constructive manner as part of the community, it is incumbent upon them to achieve a state of adjustment comparable to that of the individuals in the free world.

The ANALYZE/DESCRIBE PSYCHOLOGY/PSYCHIATRY/THERAPY FUNCTION (1.3.1.2.2) is accomplished in the delivery system model by describing each service, telling the purpose, the staff procedures/methods employed, the budget allocation, the caseload per trained professional, the referral system, reporting procedures, and number on waiting lists. If group sessions are provided, tell who conducts the group, requirements for participation, number on waiting lists, and schedule of sessions.

ANALYZE/DESCRIBE MEDICAL/DENTAL FUNCTION (1.3.1.2.3). Medical services are concerned with cure, alleviation, and prevention of disease, and the restoration and preservation of health. Dental services are concerned with treatment of diseases and injuries to the teeth, extraction of diseased or injured teeth, and the insertion of artificial dentures.

The medical and dental services in a correctional institution are important because it is essential, as a prerequisite to learning, that the individual have a sound body (Houchin, 1972). It is not possible to bring about the kinds of behavior changes to equip the offender for participation in the free world as a contributing, civically responsible person, unless the individual first has achieved a state of physical health and well-being.

The ANALYZE/DESCRIBE MEDICAL/DENTAL FUNCTION (1.3.1.2.3) is accomplished in the delivery system model by describing the facilities, staff, services provided, and budget allocation. The description should tell who provides the services, the nature of services provided, where the services are provided, who is eligible for treatment, and report the amount of money budgeted for these services.

ANALYZE/DESCRIBE SOCIAL WORK FUNCTION (1.3.1.2.4). Social work services are those services which promote the welfare of families and individuals through organized efforts to help in adjusting to the home and community, as well as adapting the home and community to the needs of unadjusted individuals. Social work includes case work and group work. Case work is concerned with assisting needy individuals and families. The needy or unadjusted person may be physically handicapped, mentally handicapped, or socially handicapped. Social group work is concerned with supervised recreation, social settlements, and supervised handicrafts.

The social work function is important because it is essential to understand the individual as a part of a social group--a family, peer group, or community--if meaningful experiences are to be devised which will assist in bringing out the desired behavior changes. Social work is important, also, because of the necessity of relating to the offender--not as an individual in isolation--but as a member of a social group (Johnston, 1971). One of the most important social roles which the offender must learn is that of family member. The impact of the family on the individual prior to entry into the institution, as well as the need for preparing the individual to adjust to the family role upon release and assisting him/her in maintaining a semblance of family contact during the time of incarceration, are critical elements impinging upon the individual and influencing efforts to correct or redirect behavior (Nichols, 1972; Woodward, 1972). The social worker is responsible for helping the unadjusted offender overcome social problems and prepare for a productive social role during confinement and upon release. The social worker maintains an important liaison between the offender and his/her past as well as helping to prepare him/her for the future. The social worker has the important task of helping the family understand the offender and develop the kind of home environment which will support him/her during confinement and reinforce the desired behavior changes upon release.

The ANALYZE/DESCRIBE SOCIAL WORK FUNCTION (1.3.1.2.4) is accomplished in the delivery system model by telling who is responsible for the social work *services, what services are provided, the purpose of the services, the caseload per social worker, the number of offenders receiving social work services, the number on the waiting list, the space and physical plant facilities, and the budget allocation.*

ANALYZE/DESCRIBE CLASSIFICATION/PROBATION/PAROLE FUNCTION (1.3.1.2.5). Classification is the process whereby information, collected from as many sources as possible about individual offenders, is processed and used as a basis for making decisions which result in establishing and maintaining a program for each individual. Probation is defined as the process of releasing convicted individuals on suspended sentence under good behavior and under supervision of an officer. Parole is the process of granting release of offenders under supervision on condition of good behavior after they have served a portion of their sentences. Parole does not release the parolees from custody; it does not discharge or absolve them from penal consequences of their acts; it does not mitigate their punishment. Unlike a pardon, it is not an act of grace or leniency. The granting of parole is merely permission for an offender to serve a portion of his/her sentence outside the correctional institution, during which time the parolee continues to be in the custody of authorities and is under restraint. The sentence remains in full force, and if at any time the conditions of the parole are violated, the parolee can be returned to the correctional institution.

Classification, probation and parole are important functions of a corrections system and relate to the education function (Parkinson, 1971). Information from classification is used in developing programs to meet needs of individual offenders. This is shown by the feed forward from this function to the program development function which is part of (6.0). Probation and parole are important functions in corrections and relate to education. As these functions have determining influences, education programs for the parolee or probationer are different, by virtue of the fact that the individuals are outside the institution, than the programs developed for those inside the institution. The conditions of probation or parole may specify participation in an education program.

The ANALYZE/DESCRIBE CLASSIFICATION/PROBATION/PAROLE FUNCTION (1.3.1.2.5) is accomplished in the delivery system model by describing each function, telling who is responsible, the services provided, the space and physical plant facilities provided, the number of offenders served, the number on waiting list, the procedures, the reporting procedures, budget allocation. Give information on committee or team composition and program, reviews, schedules, and procedures.

ANALYZE/DESCRIBE OMBUDSMAN/LEGAL FUNCTION (1.3.1.2.6). The ombudsman function is defined as the planned efforts to serve three related purposes: redressing individual grievances, improving the quality of administration, and helping to supervise the bureaucracy. The ombudsman both receives complaints and initiates complaints. He/she may solicit clarification and help aggrieved individuals explain their grievances intelligibly. If the person or agency against whom the complaint is lodged is outside the jurisdiction of the ombudsman, he/she instructs the individual where to go to lodge a complaint. The ombudsman gives advice and legal aid in the administrative sphere and may transmit complaints directly to the agency in question for elucidation. The office of ombudsman could not function without the cooperation of the administration. When the fact-finding process is complete, the ombudsman forms an opinion as to the correctness of the agency action. This is done by deciding whether or not the administrator acted reasonably under the law. If it is decided that the action was proper and within the scope of the agency discretion, the ombudsman explains why the action was not objectionable. If it is decided that the agency acted improperly, the ombudsman expresses to the agency what a correct action would have been and suggests a solution. The ombudsman's opinions and recommendations are conveyed to the complainant after giving the authorities an opportunity to remedy the situation. The ombudsman cannot change a decision of an administrator, but can recommend a different decision. An ombudsman relies on prestige and the reasonableness of his/her opinions to persuade the administration to alter its position.

The function of ombudsman is important in corrections in light of the changing emphasis on rights of offenders. When offenders have real or imagined problems stemming from their perceptions of infringement on their rights by the authorities, these problems mitigate against efforts to bring about behavioral changes in desirable directions. As long as the situation remains unresolved, there is a tendency for the offender to reject efforts on the part of the administration to operate the ongoing programs.

The legal function concerns opinions, actions, or decisions of the courts relating to correct and just procedures and denoting bases for securing redress of grievances and protection of individual rights. These services assist individuals in understanding and implementing, in the interest of protecting individual rights, the edicts, decrees, orders, statutes, ordinances, and judicial decisions which serve as controls or regulations for society. Legal services pertain to the lawful rights of offenders, and questions of a legal nature concerning cases which are pending.

Legal services are important in corrections because offenders' rights are a constant source of unhappiness in many correctional settings, and because when a great many legal cases are pending and offenders spend a great deal of time preparing writs and other legal documents, they are using time which otherwise might be devoted to participation in a program designed to help them achieve behavioral change.

The ANALYZE/DESCRIBE OMBUDSMAN/LEGAL FUNCTION (1.3.1.2.6) is accomplished in the delivery system model by describing the ombudsman by telling the purpose, services provided, staff, reporting procedures, budget allocation, space and physical plant facilities provided, number of complaints handled per month, number of offenders served, number on waiting list; and describing the legal services by telling the purpose, services provided, staff, budget allocation, space and physical plant facilities, equipment, materials provided, and number of offenders served. Give information about availability of a law library and services provided by Public Defenders or similar groups.

ANALYZE/DESCRIBE RELIGION FUNCTION (1.3.1.2.7). Religious services are concerned with belief in, reverence for, or desire to please a divine ruling power, and provide an opportunity for faith and worship.

Religious services are important because they satisfy the spiritual and moral needs of the offenders. These services may be provided in the correctional setting or in the community.

The ANALYZE/DESCRIBE RELIGION FUNCTION (1.3.1.2.7) is accomplished in the delivery system model by telling the different denominations served, and for each describing the staff, purposes, procedures, facilities, budget allocation, and time schedule.

ANALYZE INSTITUTION-RELATED FUNCTIONS (1.3.2)

Institution-related functions are those activities in a corrections setting which are concerned primarily with and contribute to the efficient operation of the total system. These functions are implemented in four categories of activity: administration, mechanical services, personal services, and industry operations.

The institution-related functions are important, because the environment in which the corrections system operates, established in large measure by these four activities, determines to a significant degree the extent to which the system operation will achieve its mission. The offender-related functions, SECURITY/CONTROL and TREATMENT, depend on an institutional environment in which to be carried out. This inter-dependency between offender-related functions and institution-related functions is shown by the mutually reciprocal signal paths between these two functions (1.3.1) and (1.3.2).

The ANALYZE INSTITUTION-RELATED FUNCTIONS (1.3.2)is made up of four parts: ANALYZE/DESCRIBE INSTITUTIONAL ADMINISTRATION FUNCTION (1.3.2.1), ANALYZE/DESCRIBE INSTITUTIONAL MECHANICAL SERVICES FUNCTION (1.3.2.2), ANALYZE/DESCRIBE INSTITUTIONAL PERSONAL SERVICES FUNCTION (1.3.2.3), and ANALYZE/DESCRIBE INSTITUTIONAL INDUSTRY OPERATIONS FUNCTION (1.3.2.4).

ANALYZE/DESCRIBE INSTITUTIONAL ADMINISTRATION FUNCTION (1.3.2.1). Administration is defined as planning, organizing, developing, scheduling, coordinating, staffing, budgeting, and decision-making activities conducted for the purpose of directing the operation of a given unit.

The administration function is important because the tone and atmosphere of the facility is a reflection of the decisions, plans, and organization done by the top authorities of the institution. Every element in a corrections system is touched in some way by the administrative function. This is shown by the signal paths from (1.3.2.1) to (1.3.2.2), (1.3.2.3), (1.3.2.4), and (1.3.1). Administrative decisions give direction to staffing, budget allocation, space allocation, and physical design/modification of facilities, and community involvement and support. The psychological climate of an institution in large measure is a reflection of the attitudes and values which are implemented in the administration function (Brent, 1972; Cannon, 1972; Grenier, 1972; Steeves, 1971).

The ANALYZE/DESCRIBE INSTITUTIONAL ADMINISTRATION FUNCTION (1.3.2.1) is accomplished in the delivery system model by describing the purpose, personnel, responsibilities, and work of each one performing an administrative service. Include an organizational chart to show staff-line relationships. Tell the pattern of communication that operates within the institution.

ANALYZE/DESCRIBE INSTITUTIONAL MECHANICAL SERVICES FUNCTION (1.3.2.2). Mechanical services are defined as the activities carried out to maintain the physical condition of the facility in good repair and in operating order. Mechanical services are responsible for painting, lighting, sanitation, ventilation, and heating of the facility.

Mechanical services are important because a sanitary, well-heated, well-lighted, freshly painted, ventilated facility in good repair is essential for the physical and mental well-being of the offenders (McCollum, 1972; Mock, 1971). A run-down, rat-infested, poorly heated, dimly lit building with peeling paint and dirty walls is not conducive to learning, and does not contribute to healthy growth and development of the individual.

The ANALYZE/DESCRIBE INSTITUTIONAL MECHANICAL SERVICES FUNCTION (1.3.2.2) is accomplished in the delivery system model by describing the purposes of mechanical services, the services provided, the staff, and budget allocation. Tell the number of offenders employed, the offender training potential, and the work schedule. Tell the procedures for allowing offenders who are employed in mechanical services time for participation in treatment programs. Tell the relationship that exists in the institution between mechanical services and other functions in the institution. Show these relationships in the delivery system flowchart model by signal paths.

ANALYZE/DESCRIBE INSTITUTIONAL PERSONAL SERVICES FUNCTION (1.3.2.3). Institutional personal services are defined as those services provided to the total population to support the physical and mental well-being of the individuals. The personal services function includes food service, laundry service, barber/beauty service, and other similar services of a personal nature which contribute to the well-being of the offender.

These services are important because well-balanced and nutritious meals, clean clothing, and neat appearances contribute to the healthy growth and development of the offender, and make for a more relaxed and satisfied population.

The ANALYZE/DESCRIBE INSTITUTIONAL PERSONAL SERVICES FUNCTION (1.3.2.3) is accomplished in the delivery system model by naming the personal services available in the institution, and for each, tell the purpose, the activities, the staff, and the budget allocation. Tell the number of offenders employed, the offender training potential, and the work schedule. Tell the procedure for allowing offenders who are employed in personal services activities time for participation in treatment programs. Tell the relationship that exists between personal services and other functions in the institution. Show these relationships in the flowchart model by signal paths.

ANALYZE/DESCRIBE INSTITUTIONAL INDUSTRY OPERATIONS FUNCTION (1.3.2.4). Industry operations, including farm operations, are defined as those activities in the institutional setting which are carried out for the purpose of making a profit. Industry operations include manufacture of products or provision of services (Parkinson, 1971; Strong, 1970).

Industry operations are important in a correctional setting because of the large number of offenders who can be employed, the utility of the products or services turned out, and the income deriving from the operation. Many of the treatment functions in an institution would not be possible without the support provided from industry.

The ANALYZE/DESCRIBE INSTITUTIONAL INDUSTRY OPERATIONS FUNCTIONS (1.3.2.4) is accomplished in the delivery system model by describing the types of industries operating in the institution, and for each tell the purpose, the staff, the production rate, number of offenders employed, and training potential. Tell the procedure for allowing offenders who are employed in industry time for participation in treatment programs. Tell the relationship that exists between industry and other functions in the institution. Show these relationships in the flowchart model by signal paths.

Conclusion

This chapter has been concerned with analysis of the real life environment. This analysis, which has identified the elements that make up a corrections system, determined relationships among these elements, and considered each element separately, provides the basis for innovating, or synthesizing, a new system. The analysis of the real life environment requires a careful study of the offender population (1.2), the post-release settings of the offenders (1.1.2) and the institutional activities (1.3) and setting (1.1.1). These three major elements are critical to the design of a system aimed at bringing about specified changes in behavior of an offender population. It is essential to know at the beginning who, where, and what: (1) A program will be designed for a particular group of individuals. To do this rationally and logically, it is encumbent upon the designer to know the characteristics of these individuals. (2) The individuals for the most part will be going into a different environment, where specified skills, knowledge and attitudes will be required for participation in the social and economic sectors of the community. To prepare the individuals for a constructive, productive role in society--either inside or outside the institution--it is essential to know the behaviors that will be required for job entry and career development, as well as social and coping skills required for community involvement. (3) The new program or system will not start in a vacuum. It will build on that which already exists. It is, therefore, essential to know what functions are being implemented in the institution, and the way in which these functions are being carried out.

This sub-system (1.0) deals solely with analysis of the real life environment, to produce a rational, orderly description of the existing organization or structure. In the next sub-system, (2.0), ESTABLISH PHILOSOPHY, the major efforts will be devoted to synthesis of a set of beliefs which will represent the ideal. When the real life environment described in (1.0) is compared to the ideal established in (2.0), the discrepancies will constitute assessed needs. This model is concerned with the adult basic education function. The primary purposes to be realized through this conceptual, or process, model are the assessment of needs for adult basic education in a correctional setting and synthesis of a plan, with implementing program, for meeting these adult basic education needs.

Adult basic education in a correctional setting is seen as an integral part of the total corrections system. The sub-system (1.0), ANALYZE REAL LIFE ENVIRONMENT, has provided for the analysis and description of the total corrections environment of which the adult basic education function is a part. This analysis allows identification of existing relationships between adult basic education and other functions and provides a basis for establishing and utilizing new relationships. The rest of the model will deal almost exclusively with the adult basic education function in the correctional setting.

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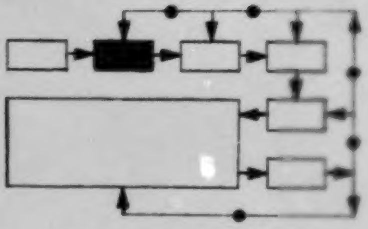
CHAPTER II



ESTABLISH PHILOSOPHY

(2.0)

Introduction

> The task of correction is to take these people who have failed and develop in them adequate internal social and behavioral controls which will enable them to react to life situations in appropriate and adaptive ways, educate them to a level commensurate with their academic potential, and train each one in a vocational skill to a level commensurate with meaningful participation in the world of work. The task includes integrating or reintegrating offenders into community life in the hope that they may thereby live more competently, honestly, satisfyingly and cooperatively as members of our society.
> Cynthia W. Houchin

In (1.0) the real life environment of the corrections system is analyzed, by identifying the elements, or functions, which make up the system, determining the relationships among the elements, and studying each element separately. Analysis of the real life environment serves the purpose of identifying exactly what exists in the corrections system as it is. Analysis is made by considering only the existing information, actions, and objects. The purpose of (1.0) is to describe the real world, as it is. The analysis in (1.0) is made of the corrections environment in which the adult basic education system operates. The rest of the model is concerned primarily with the adult basic education function. In the rest of the sub-systems of the model, the other functions identified and described in (1.0) will be considered only as they pertain to adult basic education. In (2.0) a philosophy is established which will serve the purpose of providing a framework from which needs for adult basic education can be assessed. The philosophy which is established in (2.0) will provide a description of the ideal, which, when compared in (3.0) with the real (1.0) will reveal assessed needs.

It is important to establish a philosophy because this statement of beliefs will undergird all functions and activities of the adult basic education delivery system. Establishing a philosophy should be done in a systematic manner. The ESTABLISH PHILOSOPHY (2.0) function is made up of four parts: DEFINE PHILOSOPHY CONCEPT (2.1), ESTABLISH/STATE GENERAL

CORRECTIONAL PHILOSOPHY (2.2), ESTABLISH/STATE CORRECTIONS INSTITUTION PHILOSOPHY (2.3), and ESTABLISH/STATE ABEC PHILOSOPHY (2.4).

DEFINE PHILOSOPHY CONCEPT (2.1)

Philosophy is the department of knowledge or study dealing with ultimate reality, or the ideal. Erickson (1970) defines philosophy as the "I believes" of the individual or "we believes" of an organized group. Ryan (1972) defines philosophy as a statement of beliefs elucidating the ideal situation constituting a framework which gives direction to goal-setting and decision-making.

It is important to define the concept, philosophy, at the beginning, so there will be clear direction to the system designer to reach for a set of beliefs that will describe "the ideal" rather than being content to accept the realities of the present situation. If a philosophy is to serve its purpose, it must be idealistic (Sessions, 1972).

The DEFINE PHILOSOPHY CONCEPT (2.1) function is accomplished in the delivery system model by defining the concept, philosophy.

ESTABLISH/STATE GENERAL CORRECTIONAL PHILOSOPHY (2.2)

Corrections is defined as that part of the criminal justice system concerned primarily with protecting society from further wrongs, and changing the behaviors of individuals found guilty of prior wrongs and transgressions through violation of moral, legal, and ethical codes. Corrections seeks to redirect these individuals to make them capable of performing constructive, productive roles in society. Philosophy is the statement of beliefs which depicts the ideal about something. A statement of general philosophy of corrections is a statement of the beliefs about what corrections should do and would be if the system were perfect. A general philosophy of corrections is established by considering literature on corrections and correctional philosophies, including the publications of professional associations, learned societies, and professional journals of sociology, criminology, and corrections (Smith, 1972).

A general corrections philosophy is expressed in the Manual of Correctional Standards (American Correctional Association, 1966):

> A general corrections philosophy calls for individualized as opposed to mass treatment to the fullest practicable extent, even in maximum security institutions, with rehabilitation as a fundamental aim of the institution.
>
> Rehabilitation is no longer a vague, haphazard and loosely defined process. The essential elements of a well-rounded correctional program of individualized training and treatment in an institution for adult offenders . . . include . . . scientific

> classification and program-planning on the basis of complete case histories, examinations, tests and studies of the individual prisoners; adequate medical services, having corrective as well as curative treatment as their aim, and making full use of psychiatry; psychological services, properly related to the problems of education, work assignment, discipline and preparation for parole; individual and group therapy and counseling, and application of the therapeutic community concept, under the direction of psychiatrists, psychologists, or other trained therapists and counselors; casework services, reaching families as well as prisoners; employment at tasks comparable in variety, type and pace to the work of the world outside, and especially tasks with vocational training value; academic and vocational education, in accordance with the individual's needs, interests, and capabilities; library services, designed to provide wholesome recreation and indirect education; directed recreation, both indoors and outdoors, so organized to promote good morale and sound mental and physical health; a religious program so conducted as to affect the spiritual life of the individual as well as that of the whole group; discipline that aims at the development of self-control and preparation for free life, not merely conformity to institutional rules; adequate buildings and equipment for the varied program and activities of the institution; and, above all, adequate and competent personnel, carefully selected, well trained, and serving under such conditions as to promote a high degree of morale and efficiency (pp. 18-19).

The ESTABLISH/STATE GENERAL CORRECTIONAL PHILOSOPHY (2.2) function is accomplished in the delivery system model by stating a philosophy of corrections which will be acknowledged as one that is generally accepted in the field of corrections. This statement of philosophy may be taken from the statement of the Manual of Correctional Standards (1966) or other recognized sources.

ESTABLISH/STATE CORRECTIONS INSTITUTION PHILOSOPHY (2.3)

The correctional institution is a generic concept, which refers to a social institution of corrections limited by and identified by physical or political boundaries. The institution may be located in more than one geographic area, but whether in a single area bounded by wall or fence, or with two or more satellite installations located in widely separated areas, the social institution will be unified through a central administration. The institution philosophy will be established by stating accepted beliefs about the mission of the institution, the functions to be implemented in the institution, the roles of staff, rights and worth of offenders, and concepts of rehabilitation, security and treatment (Jaksha, 1972).

Formulating a workable, intellectually honest philosophy of adult basic education for any correctional setting constitutes a challenge. There are apt to be constraints and limitations militating against the task of establishing a philosophy. Erickson (1970) has answered the question concerning whether the philosophy should be built to fit existing constraints and limitations, or developed to establish an ideal. "The philosopher often lives in the world of the ideal, and fortunately for humanity has often set forth ideas which make people keep reaching for that something just beyond present limits instead of sitting with folded hands. Some reaching in correctional basic education is long overdue (pp.165-166)."

The statement of beliefs which constitutes the ideal for a corrections institution or agency must be developed as a team effort by those who are part of the institutional operation. The philosophy should be the result of input from all divisions or departments, as well as the offenders (Sessions, 1972). The operation of each division or department is influenced by the philosophy of the institution and the philosophies of the other divisions or departments. It is important to state the institution philosophy, to give a thorough understanding to everyone in the institution about the overriding mission which the corrections system seeks to accomplish.

The ESTABLISH/STATE CORRECTIONS INSTITUTION PHILOSOPHY (2.3) is accomplished for the delivery system model through a team effort to identify and report beliefs about institutional mission, functions, staff roles, offender rights and worth, concepts of rehabilitation, correction, security, and treatment.

ESTABLISH/STATE ABEC PHILOSOPHY (2.4)

Adult Basic Education in Corrections (ABEC) refers to the total program--including goals, created and contrived environments, and experiences, personnel, learners, hardware, software, and evaluation--which is implemented in a correctional setting for individuals below college level to prepare them for entry into gainful employment and for assuming adult responsibilities. The philosophy of ABEC is a set of beliefs about the rights and worth of those individuals who are educationally, socially, and vocationally disadvantaged, and the moral obligation and legal responsibility shared by the individuals and society to assist them in achieving their full potential.

The central focus of any philosophy of adult basic education in corrections must be the *offender* (Sessions, 1970). Many have transgressed against human dignities and in many cases have lost their personal dignity. Offenders must be exposed to a total educational experience which will help them regain self-confidence, recognize individual worth, achieve self-respect, and realize personal dignity (Smith, 1972). If the offender is to gain respect for himself or herself and others, he/she, first, must become literate. He/she must develop the coping skills to equip him/her for participation in the mainstream of society. He/she must be prepared so that upon release he/she can accept his/her role as a family member, person, citizen, and worker. Adult basic education in corrections, as an integral part of the corrections system, must provide a logical, rational approach to achieve positive change in behavior of the offenders.

Adult basic education in corrections must bring about behavioral changes that relate not only to academic proficiency, but also with social, vocational, civic, and personal dimensions (Kerr, 1970; Smith, 1972; Snyder, 1970). Evidence of this need for a multi-emphasis approach is given in a Guide for Teachers and Teacher Trainers of Adult Basic Education (National Association for Public School Adult Education, 1969):

> Adults who lack skills in reading, writing, and computation are usually inadequate in many other areas. They are often completely withdrawn from civic and social activities of the community. Many are undependable as jobholders because they lack simple educational skills necessary to perform these functions. They often lack knowledge of the basic rules of health, nutrition, and safety. Without educational skills and with serious social deficiencies, it is difficult for them to function as happy, contributing members of society (p.III-3).

A philosophy of adult basic education in corrections must attend to beliefs about the offenders, objectives, role of instructional and non-instructional personnel, program, methods, facilities, and materials. Erickson (1970) has stated a set of beliefs which represent a philosophy of adult basic education in corrections:

1. that there are constraints which must be considered, but that the program must be built to circumvent constraints and aim to the ideal;

2. that a concentrated effort must be made to educate society regarding the way in which benefits to the offender ultimately benefit society through moral and financial support;

3. that treatment programs provide a logical approach to positive change in behaviors of offenders;

4. that total staff commitment is essential to the success of a treatment oriented program, making staff education, reorganization, and selective recruitment vital;

5. that the adult basic education learner in a correctional setting is disadvantaged by a unique combination of characteristics--educational, social, vocational, psychological--and that he needs a unique corrective program;

6. that specific behavioral objectives must be designed to fit each individual, and that continuing evaluation must be made of individual progress toward these objectives;

7. that the counseling process needed to bring about positive behavior change in life style needs to be continuous and concomitant with the academic process, demanding staff with a combination of teaching-counseling skills;

8. that materials, environment, and learning atmosphere are critical and should therefore be designed to be a functional part of the learning process;

9. that adult basic education in correctional settings must be viewed as a means and not an end in the process of transformation, and therefore, must be designed to carry over into the experience of the individual in free society; and

10. that each offender is a potential asset to society and is deserving of the best efforts of the correctional institution to the end of taking him from where he is to the most advanced point he can reach without value judgments about what he did or was, but, rather, with acceptance and support of what he is capable of becoming.

The ESTABLISH/STATE ABEC PHILOSOPHY (2.4) is accomplished in the delivery system model by establishing for the correctional setting a philosophy of adult basic education in corrections. This is done through a team effort, with representatives from different departments or divisions as well as offenders contributing to the development of a set of beliefs about the offender, the purposes of adult basic education, the program, the staff, the methods, facilities, and materials. The adult basic education in corrections (ABEC) philosophy stated in this model can be used in stating the ABEC philosophy for the delivery system.

The statement of general beliefs, such as that given in this model, must be followed by a statement concerning the beliefs about which ones and how many of the offenders, ideally, should be given the opportunity to realize behavior change through adult basic education; what objectives are to be achieved ideally through adult basic education; what kind of program, and the nature and number of staff, facilities, materials, and methods should be provided, ideally, in an adult basic education program; in what ways the adult basic education program would relate, ideally, to other functions of the institution; and what programs are needed to prepare for post-release vocational and social participation.

Conclusion

This sub-system, ESTABLISH PHILOSOPHY (2.0), has been concerned primarily with synthesizing, or putting together to make a new whole, beliefs about corrections, the institution, and adult basic education in the correctional setting. The synthesis of an adult basic education in corrections philosophy (2.4) depicts the ideal against which comparison will be made with the real as described in (1.0). This comparison will be carried out through the function ASSESS NEEDS (3.0).

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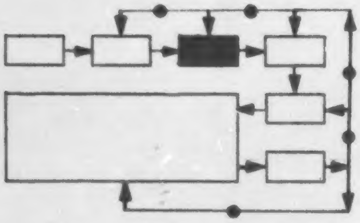
CHAPTER III



ASSESS NEEDS

(3.0)

Introduction

> It is imperative that residents' needs be carefully assessed . . . It is necessary to study the person against the backdrop of his life, experiences and culture. In doing so, it soon becomes apparent that 'treatment' must be individualized and selective. Amos E. Reed

The purpose of the first major sub-system (1.0) was to analyze the real life environment, thereby establishing a baseline for planning sound programs to achieve realistic goals. In (2.0) the ideal was described, depicting the kind of real life environment which is seen as constituting the ultimate reality for the correctional setting, and specifying the beliefs about *who* should be given the opportunity for behavior change through adult basic education, *why* adult basic education should be provided, *what* should be offered in the way of *program, staff, facilities, materials,* and *methods,* and *how* the adult basic education function should relate to other functions in the corrections system. The next step is to assess needs for adult basic education in the correctional setting, by comparing what *is* with what *should be*. This is accomplished in (3.0).

The importance of assessing needs cannot be overemphasized. The needs assessment, alone, will unveil weaknesses or deficiencies, and, when done logically and rationally, will provide data to justify requests to legislatures or central offices for increased budgets, additional staff, or new facilities. The overriding purpose of this conceptual model is to provide a vehicle for designing delivery systems which will meet real needs and improve the educational process so more socially acceptable, economically efficient, culturally aware, and civically responsible individuals who have achieved self-realization will be returned to society with greater opportunity for continued functioning in constructive and productive ways in the free world.

The assessment of needs may reveal weaknesses to cause embarrassment, but when a sincere desire to improve the system exists, the long-range gains will far outweigh any temporary discomfort to individuals or departments. Correctional systems have needs--whether it be the newest, most progressive correctional facility in the country or the oldest, most backward bastion in the nation. It makes no difference whether the institution be large or small, with a large staff complement or a one-man operation, there will be needs. The essence of the systems approach is innovation and improvement. These ends are achieved only if the discrepancies between what *is* and what *is desired* can be determined, and if a determination is made concerning which needs are most pressing and which ones under existing conditions appear impossible to meet.

The ASSESS NEEDS (3.0) function is made up of two parts: stating needs and rank-ordering needs. This is accomplished in (3.1) and (3.2), respectively.

STATE NEEDS (3.1)

Needs are discrepancies between what *is* and what *is desired.* (Sessions, 1972; Smith, 1972).

It is important to state needs so the deficiency area can be identified and plans can be made to meet these needs.

The function STATE NEEDS (3.1) is accomplished in the delivery system by comparing the real life environment described in (1.0) with the ideal which is depicted in (2.0). This comparison is made by listing in one column, titled Real. the existing situation, and in a second column, the Ideal. In a third column the differences should be recorded. Compare the information recorded in (1.1.2), which describes the job opportunities in the post-release communities of the offenders, with the kinds of training programs provided, as recorded in (1.3.1.2.1). Compare the number of individuals enrolled in programs of various kinds and levels with the number of offenders for whom these programs should be offered according to the ideal. Compare the number and kinds of staff, facilities, methods, materials being implemented according to information provided in (1.3.1.2.1) with the ideal, as described in (2.4).

Compare the purpose of existing programs (1.3.1.2.1) with the ideal as described by the kinds of changes in offender behavior--including values, attitudes, knowledge, and skills--that are given in (2.4).

The needs assessment will result in a list of needs, expressed in terms of (1) specified changes in behaviors of learners that need to be brought about; (2) the numbers of learners for whom these behavior changes must be achieved; (3) organizational changes which are required to make real and ideal congruent; and (4) program additions or deletions which are required to make the real compatible with the ideal post-release job and social requirements.

RANK ORDER NEEDS (3.2)

To rank order means to place in order of priority. It is important to determine which needs are most pressing and deserve immediate attention, which ones can be considered at a later date, and which ones, under present conditions, appear impossible to fulfill.

The RANK ORDER NEEDS (3.2) function is accomplished in the delivery system by considering each identified need on the basis of urgency and feasibility of attack. These considerations are made on the basis of value judgments, and should reflect a team consensus. Each need could be rated on a four-point scale, with 4 = to most urgent and 1 = to least urgent; 4 = most feasible to attack and 1 = least feasible to attack. A need with a rating of 8 points would be in top priority, as it would be seen as being both most urgent and most feasible for immediate attack. After all needs are rated, they should be listed in order of priority, with most urgent/most feasible to attack listed at the top.

Conclusion

The real life environment was analyzed in (1.0), and the ideal situation was described in (2.0). The comparison of real with ideal, which was carried out in (3.0) resulted in assessment of needs. The analysis of needs, represented by the priority listing in (3.2) of identified needs, represents a critical function in the delivery system. These needs will direct the setting of the adult basic education in corrections subgoals and objectives, and the formulation of a plan to meet these objectives in a correctional setting. A system is conceptualized through analysis and synthesis. The primary activities in (1.0) ANALYZE REAL LIFE ENVIRONMENT, (2.0) ESTABLISH PHILOSOPHY, and (3.0) ASSESS NEEDS have implemented the analysis function. The major emphasis in (4.0) and (5.0) will be on synthesis of a new structure or organization. Goals, subgoals and objectives for the delivery system of adult basic education for the correctional setting will be defined in (4.0), and a logical, rational plan for meeting the needs assessed in (3.0) and stated as system objectives in (4.0) will be formulated in (5.0).

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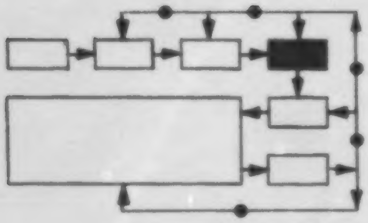
CHAPTER IV



DEFINE SYSTEM GOALS, SUBGOALS, OBJECTIVES (4.0)

Introduction

> Any attempt to define goals for education in correctional settings must start from an explication of the meaning of education and build upon consideration of the realities and ideals of the penal system.
> Gisela Konopka

The needs which were identified in (3.0) form the basis for establishing system goals, subgoals, and objectives at management level. In (3.1) needs were established by comparing the existing situation, described in (1.0), with the ideal, as depicted in (2.0). The needs which were established in (3.1) were rank-ordered in (3.2), to establish priorities on the basis of urgency and feasibility of attack. The relationship between needs and system goals, subgoals, and objectives is direct. It is not permissible to define subgoals and objectives without considering the assessed needs. Each subgoal must derive from an assessed need. There are three levels at which goals, subgoals, and objectives must be defined: management, instructor, and learner. The same goals can apply to each level, but there will be distinct differences among subgoals and objectives. The importance of establishing and defining goals, subgoals, and objectives at each level of operation cannot be overemphasized. Hinders (1972) stresses the need for establishing goals, subgoals, and objectives at three levels of operation: (1) management level, concerned with the total system operation; (2) instructional level, concerned with a program of instruction; and (3) learner level, concerned with individual outcomes.

Sub-system (4.0) is concerned only with management goals, subgoals, and objectives. Sub-system (6.0) is directed toward the process of stating and using goals, subgoals, and objectives at the instructional and learner levels.

The function DEFINE SYSTEM GOALS, SUBGOALS, OBJECTIVES (4.0) is one of the most critical elements in the adult basic education in corrections system. Mager (1968) points to this importance in his observation, "If you're not sure where you are going, you are liable to end up someplace else (p. 13)."

Hinders (1972) emphasizes the desired end product from corrections: "Offenders and staff alike desire that the end result of prison sentences will be more socially acceptable lives outside the walls (p.2)." One of the challenges to corrections is to achieve accountability. In business and industry this is accomplished through management by objectives. Success in managing a business or operating an industry usually derives from two related actions: (1) careful, considered designing of specific, attainable, pertinent, measurable, observable objectives implementing worthwhile goals; and (2) planning and carrying out procedures for attaining the defined objectives and thereby accomplishing the major goals. The need for effective systems is just as great in corrections as in business or industry. This cannot be accomplished without clearly defined goals and objectives. Goals and subgoals are long-term, broad in scope, and may be idealistic or visionary. Objectives are short-term, attainable, and function as stepping stones to the realization of goals. No organization can operate in an effective manner unless all of its components work together to achieve common goals. These goals must be stated lucidly and publicized widely, so that all the resources involved in the system operation will be directed toward achieving these goals. The objectives for each correctional institution must be tailored specifically to that institution, reflecting the assessed needs of the institution. Each system is unique and must have its own direction. When the time for evaluation comes, there is only one way to evaluate. This is by measuring the progress of the system toward achievement of the objectives. In evaluating the program, facilities,and personnel in any correctional system, the task is to come to conclusions about the quantity and quality of contribution that is made by each element toward the attainment of the system objectives. Evaluation, then, is possible only when there is a clear statement elucidating the system goals, subgoals and objectives. These are management subgoals and objectives. The function DEFINE SYSTEM GOALS, SUBGOALS, OBJECTIVES (4.0) is made up of two parts: DEFINE CONCEPTS (4.1) and DEFINE MANAGEMENT GOALS, SUBGOALS, OBJECTIVES (4.2).

DEFINE CONCEPTS (4.1)

The first step in defining goals, subgoals, and objectives for a delivery system is to develop a clear understanding of the meaning of these concepts. This is accomplished through defining the concepts goals, subgoals, and objectives.

The importance of having a clear and unambiguous meaning of these terms has been documented in the classic taxonomies of educational objectives developed through concerted efforts of researchers, behavioral scientists, and educators, working on the Taxonomy Project as far back as 1948 (Bloom, 1956; Krathwohl, et al., 1964). The concepts are defined by carrying out four functions: DEFINE GOAL CONCEPT (4.1.1), DEFINE SUBGOAL CONCEPT (4.1.2), DEFINE OBJECTIVE CONCEPT (4.1.3), and DEFINE SPAMO TEST OF OBJECTIVES (4.1.4).

DEFINE GOAL CONCEPT (4.1.1)

The definition of the concept, goal, is a collection of words or symbols describing a general intent or desired outcome (Ryan, 1972). A goal statement is a broadly defined statement of intent, such as "achieving self-fulfillment" or "developing self-actualization." A goal sets the direction and indicates the general nature of the desired outcome, but does not specify the characteristics of the expected products. Goals reflect the philosophy and are characterized by broadness in intent and scope. A goal covers a wide area. It does not give a precise definition of the intended outcome or desired end. A goal is a statement of *general* purpose. Goals tend to be somewhat idealistic, but should not be so far removed from reality as to be meaningless. Neither should goals be so pedestrian that no effort is needed to attain them. Goals can be handed down, and taken as *givens*, because of their broadness.

Four goals of adult basic education in corrections have been identified and defined which are universally accepted as implementing the mission of corrections. These goals will be taken as givens for the delivery systems. The goals hold for all correctional settings and apply to management and instruction. These goals specify the desired behaviors which, hopefully, can be developed in the offender population to implement the mission of corrections. The four broad goals of adult basic education in corrections are the ultimate ends in terms of offender growth and development which must be accomplished to implement the two-fold mission of corrections: protection of society and correction of the individual. The goals implementing this mission are the very broadly stated descriptions of the ideal behaviors which are essential to prepare the offenders for a constructive role in society. The goals of adult basic education in corrections tend to be somewhat idealistic, are universal, and are general.

The four major goals of adult basic education in corrections, formulated by a Committee of One Hundred (Ryan and Silvern, 1970) are economic efficiency, civic responsibility, social relationships, and self-realization. The relationship of these four goals to subgoals and behavioral objectives is shown in the flowchart, in the supplementary figure in back of this book. Identified and stated in a 1969 work conference of participants representing offenders, corrections, behavioral sciences, manpower economics, labor, business, industry, justice, law enforcement, social work, welfare, civic organizations, and education, these four goals have been evaluated and the definitions refined over a three year period. These goals now are accepted and acknowledged as universally applicable to *all* correctional settings in the United States.

Self-realization is the central element among the four major goals, interacting with the other goals. The attainment of self-realization influences civic responsibility,and the results of this interaction return to self-realization as feedback and control the outputs of self-realization to civic responsibility, economic efficiency, and social relationships. Similarly, self-realization interacts with economic efficiency, and the feedback returning to self-realization in turn controls outputs to economic efficiency, civic responsibility and social relationships. The same is true for the social relationship goal and the self-realization goal. These four goals, which have been agreed upon by experts, offenders, and practitioners in the field are broad in scope and idealistic in nature, providing a framework from which subgoals can be defined to implement the needs in any particular correctional setting. The definitions of the four universal goals of adult basic education in corrections are stated in STATE SELF-REALIZATION GOAL (4.2.1.1), STATE CIVIC-RESPONSIBILITY GOAL (4.2.2.1), STATE ECONOMIC-EFFICIENCY GOAL (4.2.3.1), and STATE SOCIAL-RELATIONSHIP GOAL (4.2.4.1).

In the delivery system model, the subsystem DEFINE GOAL CONCEPT (4.1.1) is accomplished by stating the meaning of the term, goal.

DEFINE SUBGOAL CONCEPT (4.1.2)

A subgoal is a component of a goal. Each goal is made up of two or more parts. Analysis of a goal will result in the identification of the kinds of behaviors, stated in general terms, which must be developed in the offenders in a given institution or correctional setting to prepare them for return to society. Management subgoals are stated broadly, and refer specifically to the assessed needs of a given correctional institution. These subgoals are established by top and mid-level management, and are primarily handled by mid-management (Marsing, 1972). Behavior is classified in three categories: cognitive, pertaining to understanding and knowledge; affective, pertaining to attitudes, values, and feelings; and psychomotor, pertaining to physical proficiency and manipulative skills (DeCecco, 1968). Corrections subgoals implement broadly stated general goals of corrections by describing in general terms the categories of behavior which need to be developed by the offenders in a given institution or under jurisdiction of a particular agency in order for them to be prepared to return to society as productive, constructive contributing members of the community. Goals tend to be directed to the total person and the total population, whereas subgoals refer to psychomotor, affective or cognitive dimensions of the person and focus on the population in a particular installation or under jurisdiction of a particular agency. "Each institution must develop as many subgoals as necessary to fit that institution's philosophy and needs (Hayball, 1972, p. 6)."

The mission → goal → subgoal relationship is illustrated in the Goals and Objectives Model for the Adult Conservation Camp, Palmer, Alaska (Davis, et al., 1972). The mission of corrections developed by the Alaska Division of Corrections is to develop and provide programs designed to change the offender in order that he may function within the norms and laws of the community in which he chooses to live, and reinforce community protection.

One *goal* of corrections is to develop the offender into a person who is capable of being economically efficient, in order that he can function in the community within the norms and laws. It is presumed that a person unable to maintain an income which will support himself and his family will obtain funds in manners outside the laws of the community.

One *subgoal* for the Adult Conservation Camp at Palmer, Alaska, developed "after reviewing information concerning the offender in the community, then stating the philosophy of the Adult Camp, then assessing the needs of the offender," is to provide training which will equip the offender at the Camp with valid vocational skills for industry or home maintenance through limited programs in the institution or the community (Davis, et al., 1972).

In the delivery system model, the function DEFINE SUBGOAL CONCEPT (4.1.2) is accomplished by defining the meaning of the concept, subgoal.

DEFINE OBJECTIVE CONCEPT (4.1.3)

Behavior is defined as those activities of an organism which can be either observed or inferred by another person. These activities include thinking, feeling, and doing, and constitute the cognitive, affective, and psychomotor aspects of performance by an individual. Mager (1962) defines an objective as an intent communicated by a statement describing a proposed change in the individual, a statement of what the person is to be like when he has successfully completed a learning experience. A behavioral objective describes what the person will be doing, feeling, or thinking, and specifies the terminal behavior to be observed after the completion of a learning experience. Behavior is the main concern in a *behavioral* objective. Mager (1968) stated that "we cannot only aim for an objective and act to achieve it, but we can evaluate our success in achieving the objective (p. 15)." Behavioral objectives are collections of words describing specific, pertinent, attainable, measurable, and observable behaviors that will result from planned intervention. Behavioral objectives must be written in terms that can be evaluated. The collection of words or symbols must (1) identify and name the behavior; (2) describe the conditions under which the behavior will take place; (3) specify limitations or constraints; and (4) specify acceptable levels of performance. Ryan (1972) states that corrections objectives are statements of desired outcomes, which, when achieved, will fill assessed needs and will be represented by desired behaviors acceptable to the institution and the community. Objectives must *not* be written in abstract terms, using words with several meanings. Mager (1962) cautions that, "Unfortunately, there are many *loaded* words, words open to a wide range of interpretation(p. 11)." Mager (1962) further points out that words such as know, understand, appreciate, enjoy, believe, are open to many interpretations and can have many meanings. The words *understand* and *appreciate* are not explicit enough to be useful. Until there is a description of what the person will be doing when demonstrating that he understands or appreciates, very little has been described. The behavioral objectives must communicate precisely what the individual, or group of individuals, will be doing. This definition must be clear and precise enough to preclude misinterpretation.

The behavioral objectives must relate to the subgoals. The behavioral objectives must represent stepping stones or waypoints to the accomplishment of subgoals for the institution. If the goals of corrections and the subgoals for an institution are to be achieved, the behavioral objectives for every part of the system must be consistent with these goals and subgoals.

Management behavioral objectives are performance objectives and consider the total population of the institution or agency. A management behavioral objective will specify the desired behaviors to be developed in a given percentage or proportion of the total population, under stated conditions.

A management behavioral objective to implement the subgoal concerned with vocational training to develop vocational skills for home maintenance might be: Given a forty hour program in job readiness, 80 percent of the total population of releasees completing the forty hour program will obtain entry level employment within six weeks of release date.

In the delivery system model, the function DEFINE OBJECTIVE CONCEPT (4.1.3) is accomplished by defining the meaning of behavioral objective and describing the way in which management behavioral objectives are stated.

DEFINE SPAMO TEST OF OBJECTIVES (4.1.4)

A management behavioral objective describes what a group of individuals will be doing, or what they will be like after the objective has been achieved. Ryan (1972) recommends that behavioral objectives be evaluated against five criteria through a SPAMO test. If these criteria are met when specifying objectives, the likelihood of attaining a stated subgoal is increased. Objectives which meet the SPAMO test should serve as effective milestones of progress toward the subgoals of an institution or agency, and, ultimately, the goals of corrections. This quality test of the objective is an assessment of the extent to which the objective is (1) Specific, (2) Pertinent, (3) Attainable, (4) Measurable, and (5) Observable.

Specificity of objectives. Behavioral objectives for the individual should be stated with as much specificity as needed for the decision-making task at hand. Objectives that are vague and ambiguous can only result in meaningless and ambiguous plans to implement the objectives. Vague objectives do not generate sound criteria of effectiveness. Goals can be presented as abstractions. Objectives must be described by the operations that define them. Two tests of specificity can be implemented: (1) degree of concreteness of meaning; and (2) degree of agreement among observers on meaning. The relative position on a continuum of abstraction, the degree of operationalism, and the extent of agreement among observers determine specificity. Objectives must be sharply focused. It is presumed that after participation in a program, the learners will (1) know more than they knew before, (2) understand something they did not understand before, (3) have skills at a higher level of proficiency than before, and (4) feel differently about things than they did before (Ryan, 1969). Whether the knowledge, skills, and attitudes relate to music appreciation, mathematics, or vocational trade matters, not, except that specific behaviors will be evident to indicate the amount and nature of knowledge, skills, and feelings manifested by an individual or a group.

Pertinence of objectives. Pertinence refers to relevancy. It is conceivable that an objective might satisfy the criterion of specificity, attainability, measurability, and observability--and be completely irrelevant to the situation and unrelated to the subgoals. It does little, if any, good to have carefully conceived and precisely stated objectives which do not support subgoals of an institution or agency, and upon which it is not possible to gain consensus concerning the value or worth of the objective. The test of pertinence is the most vital in establishing the quality of a stated objective.

Attainability of objectives. All objectives must be within the realm of possibility for achievement. Objectives must be defined realistically. This means taking into account the human and material resources, the limitations and constraints. Goals can be somewhat idealistic, but objectives must be down-to-earth and capable of being achieved. Objectives must be capable of being realized.

Measurability of objectives. The test of measurability is to determine whether or not the statements of objectives describe behaviors which can be quantified. The concern is with the relationship between product and purpose, outcome and objective. The amount of precision in measurement that is required depends on the situation. Whether objectives describe outcomes that are cognitive, affective, or psychomotor, there must be some way of assessing the extent to which the desired behaviors have been achieved. The results of measurement provide the basis for evaluation. It will not be possible to determine effectiveness of the adult basic education in corrections program without some indication of the extent to which the objectives have been realized. This is provided through measurement of the degree to which objectives have been reached by the specified proportion of individuals in the population.

Measurability is not synonymous with paper and pencil testing. Measurability means that some evidence can be obtained to document or suggest amount of change in behaviors. Every behavioral objective is capable of being measured. The degree of precision in measurement reflects the value judgments of the decision-maker, the state of the art of evaluation, and availability of measurement techniques or instruments. Objectives dealing with affective outcomes cannot be measured with the precision that is possible in the area of psychomotor outcomes, or skill development, but they can be measured.

Observability of objectives. The anticipated outcomes from the planned intervention must be observable. There must be something which can be observed to indicate that the objective has been achieved. Observation must be capable of being made directly, or behaviors must be identified which will serve as a basis for inferring that the desired outcomes have been achieved. Every objective is capable of being observed, either directly or indirectly. Observability means that something can be seen within a report or action, from which to document the degree to which the intended achievement of the desired end was realized.

In the delivery system model, the sub-system, DEFINE SPAMO TEST OF OBJECTIVES (4.1.4) is accomplished by stating the SPAMO test.

DEFINE MANAGEMENT GOALS, SUBGOALS, OBJECTIVES (4.2)

The sub-system (4.1) DEFINE CONCEPTS is concerned with general information and serves the purpose of providing a background for carrying out the critical task of defining subgoals and objectives for the particular institution to implement the assessed needs. In (4.2) management goals, subgoals, and objectives are defined for the particular institution. This is accomplished in the function DEFINE MANAGEMENT GOALS, SUBGOALS, OBJECTIVES (4.2). In this subsystem each of the four corrections goals will be listed, and the definition will be given. The needs identified in (3.2) will be considered, and priority needs will be converted to subgoals. Each subgoal will be converted to a management behavioral objective. The procedure for accomplishing this function is to state and define a corrections goal; then, to state and define management subgoals and objectives which implement the particular corrections goal. Behavioral objectives follow immediately after each subgoal. Each behavioral objective is tested mentally by applying the SPAMO test. If the behavioral objective does not satisfy the criteria for specificity, pertinence, attainability, measurability, and observability, the objective is revised and rewritten.

In (4.2) DEFINE MANAGEMENT GOALS, SUBGOALS, OBJECTIVES, the first step is to DEFINE SELF-REALIZATION GOAL, SUBGOALS, OBJECTIVES (4.2.1). This is accomplished by stating and defining the goal of self-realization (4.2.1.1). This is followed immediately by stating the subgoals, based on needs listed in (3.2), which relate to self-realization (4.2.1.2). This sub-system can be broken down to include as many subgoals as necessary, with point numeric codes, (4.2.1.2.1), (4.2.1.2.2) . . . Each subgoal is followed immediately by behavioral objectives which implement that particular subgoal. This is done in (4.2.1.3). Each objective is given the SPAMO test in (4.2.1.4).

The same procedure is followed for each of the corrections goals. If there are no subgoals to implement the major goal, the listing of the major goal and definition still should be given. All of the subgoals and objectives included in sub-system (4.2.1) will relate to SELF-REALIZATION.

After the goal, subgoals, and objectives for self-realization have been given in (4.2.1) the next sub-system (4.2.2) will be concerned with

CIVIC RESPONSIBILITY. In (4.2.2.1) the definition of the civic responsibility goal will be given. In (4.2.2.2) subgoals which implement civic responsibility are given. In (4.2.2.3) behavioral objectives to implement the civic responsibility subgoals are given. The order will be the same as for self-realization. The major goal will be given first in (4.2.2.1). Subgoals will be given in (4.2.2.2), followed immediately by behavioral objectives in (4.2.2.3). Each subgoal will be followed by its behavioral objectives. Each behavioral objective will be given the SPAMO test (4.2.2.4) and revised if necessary.

The next subsystem, (4.2.3), will deal with the goal, ECONOMIC EFFICIENCY. In (4.2.3.1) the definition of economic efficiency goal will be stated. This will be followed by the subgoals (4.2.3.2), and behavioral objectives (4.2.3.3). Again, the same order will be used. State the goal. Follow the goal statement with a definition of subgoals to implement an assessed need (3.2). Follow each subgoal with behavioral objectives. Each behavioral objective is given the SPAMO test (4.2.3.4).

The last subsystem (4.2.4) deals with the goal, SOCIAL RELATIONSHIPS. In (4.2.4.1) the definition of the social relationship goal will be stated. This will be followed by the subgoals (4.2.4.2) and behavioral objectives (4.2.4.3). Again, the order will be goal, subgoal, behavioral objectives, SPAMO test.

These relationships are shown in the flowchart model in the supplementary figure at the back of the book. Essentially the process of defining management goals, subgoals, and objectives consists of stating each of the four major goals; and for each goal for which there is an assessed need, state one or more subgoals; for each subgoal, state behavioral objectives, and apply the SPAMO test to each objective. If the objective fails the test, rewrite it.

This function DEFINE MANAGEMENT GOALS, SUBGOALS, OBJECTIVES (4.2) is one of the most important elements in the model. The subgoals and objectives defined in (4.2) implement the needs assessed in (3.2), and establish the direction to be taken in formulating a management plan and developing a program. The subgoals and objectives developed by management provide the basis for achieving accountability.

In the narrative, as well as in the flowchart model for the delivery system, the function DEFINE MANAGEMENT GOALS, SUBGOALS, OBJECTIVES (4.2) is accomplished by stating each of the four major goals, and, then, for each goal either indicating that the goal under the present operation as described in (1.0) is being met at the desired level, or defining a subgoal which will be a general statement of intent to implement the goal in terms of the institution's or agency's assessed needs as defined in (3.2). Finally, for each subgoal, management objectives will be defined, and for each objective a mental application of the SPAMO test will be applied by asking the questions: Is this objective specific? pertinent? attainable? measurable? and observable? If the answer to all questions is "Yes," the SPAMO test is met. If not, there is a feedback loop in the flowchart model which signifies rewriting the objective until it meets the test.

The following is an illustration of the way in which to implement the subsystem DEFINE MANAGEMENT GOALS, SUBGOALS, OBJECTIVES (4.2) in the delivery system model. It contains the accepted definitions of the four major goals and demonstrates the procedures to be followed in preparing the narrative for this function. The flowchart model (Supplementary Figure) gives the form for preparing the graphic model of this subsystem.

DEFINE SELF-REALIZATION GOAL, SUBGOALS, OBJECTIVES (4.2.1)

STATE SELF-REALIZATION GOAL (4.2.1.1)

The goal of self-realization is the development of knowledge, skills, and attitudes-values to make the individual the person he is capable of becoming, with a heightened self-awareness, a realistic self-concept, a positive self-image, a realistic value system, and optimum achievement. This goal subsumes the development of communication and computational skills, acquisition of basic knowledge about health and leisure time, development of realistic value systems, and generation of feelings of self commensurate with potential abilities.

DEFINE SELF-REALIZATION MANAGEMENT SUBGOAL (4.2.1.2)

To increase offender employability by upgrading educational qualification.

DEFINE SELF-REALIZATION MANAGEMENT OBJECTIVES (4.2.1.3)

Given 200 offenders lacking high school completion credentials, a General Educational Development Program will be developed to equip 50% with a successful equivalency certificate within one year after program implementation.

APPLY SPAMO TEST TO OBJECTIVES (4.2.1.4). The objective passes the SPAMO test.

DEFINE CIVIC-RESPONSIBILITY GOAL, SUBGOALS, OBJECTIVES (4.2.2)

STATE CIVIC-RESPONSIBILITY GOAL (4.2.2.1)

The goal of civic responsibility is the development of knowledge, skills, and attitudes-values to make the individual a person capable of implementing behaviors which contribute in an organized, lawful way to the welfare of the group. Civic responsibility subsumes the achievement of an awareness relationship and participation in neighborhood and local community issues and affairs; awareness of political issues and laws of the land at local, county, state, national, and international levels; and respect for the rights and property of others.

DEFINE CIVIC-RESPONSIBILITY MANAGEMENT SUBGOAL (4.2.2.2)

To increase offenders' knowledge of election procedures.

DEFINE CIVIC-RESPONSIBILITY MANAGEMENT OBJECTIVES (4.2.2.3)

Given an offender population deficient in knowledge of election procedures, a three month program will be developed to equip 90% of the population with knowledge of the voting procedures for electing officials.

APPLY SPAMO TEST TO OBJECTIVES (4.2.2.4). The objective passes the SPAMO test.

DEFINE ECONOMIC-EFFICIENCY GOAL, SUBGOALS, OBJECTIVES (4.2.3)

STATE ECONOMIC-EFFICIENCY GOAL (4.2.3.1)

The goal of economic efficiency is the development of knowledge, skills, and attitudes-values to make the individual a person capable of managing his home and family affairs and supporting himself and his dependents at a living standard above the poverty level, in a manner satisfying to the individual with minimal or no assistance from a private or public agency. This goal subsumes the development of knowledge, skills, and attitudes required for gainful employment, and the management of income for the welfare of the worker and his dependents.

DEFINE ECONOMIC-EFFICIENCY MANAGEMENT SUBGOAL (4.2.3.2)

To develop skills necessary for job entry.

DEFINE ECONOMIC-EFFICIENCY MANAGEMENT OBJECTIVES (4.2.3.3)

Given an offender population with 200 individuals with less than 4.0 grade placement scores on the mathematics test in the California Achievement Test Battery (CAT), an instructional program will be developed to equip 90% of the offenders with less than fourth grade equivalency with the skills and knowledge to equal sixth grade equivalency on the CAT. This assumes that sixth grade equivalency in mathematics is necessary for job entry.

APPLY SPAMO TEST TO OBJECTIVES (4.2.3.4). The objective passes the SPAMO test.

DEFINE SOCIAL-RELATIONSHIP GOAL, SUBGOALS, OBJECTIVES (4.2.4)

STATE SOCIAL-RELATIONSHIP GOAL (4.2.4.1)

The goal of social relationships is the development of knowledge, skills, and attitudes-values to make the individual a person capable of coping with social situations and relating to other human beings in terms of realities, expectations, and standards of society. This goal subsumes the development of behavior patterns to equip the person to function effectively in the home and community.

DEFINE SOCIAL-RELATIONSHIP MANAGEMENT SUBGOAL (4.2.4.2)

To develop knowledge of the free world community

DEFINE SOCIAL-RELATIONSHIP MANAGEMENT OBJECTIVES (4.2.4.3)

Given an offender population with an unrealistic view of the free-world community, a pre-release program will be instituted which will equip 80% of the population with knowledge of the social agencies providing support services to releasees, knowledge of employment opportunities in the community, and employment services available.

APPLY SPAMO TEST TO OBJECTIVES (4.2.4.4). The objective passes the SPAMO test.

Conclusion

In (4.0) goals, subgoals, and objectives are established as performance criteria for management. They are developed to fit the needs established in (3.2) for the particular institution. After defining corrections goals, and management subgoals and objectives, the next task is to formulate a plan to reach these desired ends or produce the expected outcomes. This is accomplished in (5.0). The behavioral objectives developed in (4.2) are fed forward to (7.0) where they are used in self- (7.1) or external (7.2) evaluation to determine effectiveness of the plan devised in (5.0).

The objectives defined to implement subgoals (4.2.1.2), (4.2.2.2), (4.2.3.2) and (4.2.4.2) represent the end results which must be attained if the priority needs specified in (3.2) are to be met. In (5.0), FORMULATE PLAN, alternative ways for reaching the objectives are determined and evaluated, and the selection of the best alternative solution is made. Chapter V describes the procedures for formulating the plan (5.0) for reaching the management objectives defined in (4.0). This relationship is shown by the signal path from (4.2) to (5.1).

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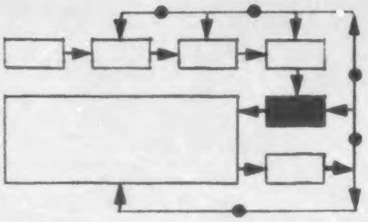
CHAPTER V



FORMULATE PLAN

(5.0)

Introduction

> Decisions are made under conditions of reality which forbid the possibility of operating in isolation or without regard to the cultural setting. Persons responsible for working within the institutionalized decision-making framework will generally make sounder, more defensible decisions if they thoroughly understand the decision-making process and the various restraints and infringements which are operative within the process. Ward Sybouts

A system is produced through analysis, synthesis, simulation, and modeling. Analysis is employed in (1.0) as the real world environment is defined, the parts that combine to make up the existing corrections structure or organization are identified and described, and the relationships among the parts in the existing system are identified and described. In (2.0) analysis and synthesis are applied, as an ideal corrections system is set forth in the form of a philosophy. This is accomplished by identifying the beliefs about the offender, the ultimate purpose of corrections, and the overriding truths that can be stated about the functions that make up a corrections system. In (3.0) analysis is performed as the existing organization or structure defined in (1.0) is compared with the ideal which was described in (2.0). This analysis results in the assessment of needs which are stated in priority order in (3.2). Synthesis is the primary systems technique employed in (4.0) and (5.0). In (4.0) the priority needs which were stated in (3.2) are combined into a new whole, expressed as the statement of management goals, subgoals, and objectives which must be achieved in order to meet the assessed needs (3.2). In (5.0) the decision is reached to create, or synthesize, a new training or education program, which may be a completely new operation or may be a modification of an existing program. Whether the result is a program that is completely new or a modification of the existing operation, the result will be a new structure, because the new whole will be different from that described in (1.0).

A plan is an operational description of (1) the goals to be accomplished; (2) the specifications within which operations will be carried out to accomplish the stated goals; and (3) the description of operations to be implemented. Hatrak (1972) has raised the question: "How is it possible for . . . educators to make management and/or educational decisions without a thorough understanding of the planning process? (p.1)."

The management plan must specify clearly and succinctly the desired products, must elucidate the operations to be carried out to reach these desired ends, and must describe the requirements for carrying out these operations. The management plan serves the function of directing and limiting the development, implementation, and evaluation of an instructional program of adult basic education in corrections which will accomplish the goals stated in (4.0) and meet the priority needs assessed in (3.2). The priority needs which were determined in (3.2) must be taken into account in formulating the plan, since it is necessary to meet these needs.

The function FORMULATE PLAN (5.0) is, perhaps, the most critical function in the delivery system model for management. It is this function that provides the basis for management decisions. Sybouts (1972) has called attention to the importance and difficulty in implementing the decision-making function, observing that when consideration is given to the numerous variables involved in the decision-making process, it becomes very clear that the process is not a simple one. It is extremely important to develop a plan for accomplishing established management goals, making optimum utilization of available resources.

The urgency and need for making optimum use of personnel and time have been stressed repeatedly (Cannon, 1971; Chenault, 1971; Cook, 1971; Erickson, 1971; Flamm, 1971). Chenault supports the concept of a team approach and a sharp break with tradition and many current practices. Chenault (1971) sees the optimization of staff resources as coming about through a superintendent functioning as a social activator of both staff and residents. Flamm (1971) takes the position that key institutional managers and decision-makers can contribute most in optimizing use of personnel and time resources in planning and implementing adult basic education by making certain the institution is well organized and by using sound personnel practices. Keve (1971) points out that the management decisions made in a correctional institution will set the direction for the priorities given to the different elements in the system, including academic education, vocational education, prison industry. Sybouts (1971) and Nielsen (1971) strongly support the need for management decision-making to be systematic and scientific. Sybouts (1971) observes that administrators, whether they work in the public or private sector of our economy, face the responsibility of making decisions. Banathy (1968) believes that the systems approach has a dual role in education: (1) as applied *in* education, offering a powerful methodology for decision-making and design development; and (2) as applied *to* education, bringing about clear understanding of what education is about. Both of these roles are implemented in (5.0). The systems techniques of analysis, synthesis, simulation, and modeling are applied to direct decision-making and design development. At the same time, the result of formulating the plan contributes immeasurably to clarifying the role of education in corrections.

In (5.0) synthesis is carried out resulting in several solutions, in the form of program plans. Simulation and modeling are applied as these solutions are evaluated and compared, either by the simple simulation technique of verbally talking through the different results in terms of benefits and costs, or by making the comparison by use of the computer. The result of this simulation and modeling is the selection of the best alternative solution for accomplishing the goals set forth in (4.0). The subsystem FORMULATE PLAN (5.0) describes how plans for adult basic education in corrections can be developed by correctional administrators and educational managers. FORMULATE PLAN (5.0), is made up of five parts: STATE MISSION AND PARAMETERS (5.1); ANALYZE CONSTRAINTS AND RESOURCES (5.2); SYNTHESIZE POSSIBLE SOLUTIONS (5.3); MODEL/SIMULATE TO EVALUATE SOLUTIONS (5.4); and SELECT BEST POSSIBLE SOLUTION (5.5).

STATE MISSION AND PARAMETERS (5.1)

A *mission* is an ultimate accomplishment or a charge to be performed. The specifications or requirements to be met in accomplishing the desired end are called *parameters*. Every system has specifications or requirements. These specifications, or parameters, are essential characteristics or conditions established in the design and operation of any system, and can be quantified by giving them numerical values. The parameters are fixed and will not change, but the numerical values may change. The specification of an amount of money allowed for placing a man on the moon might change, but the parameter, *cost*, would still be a requirement of the system. Parameters which are basic to every adult basic education in corrections system and must be considered and stated are:

1. time (remaining to serve; allocated for education/training programs, available for education/training programs)
2. cost (projected budget)
3. staff (full-time equivalent including certified and non-certified employees, volunteers, and offenders)
4. facilities (allocated space and buildings; projected space and buildings)
5. equipment (usable)
6. learner population (number, age-range, ethnic background; available/waiting for education/training; criterion of selection)

A system is an organization or structure, comprising an identifiable whole made up of related parts functioning independently and together *to accomplish a mission* (Ryan, 1969). The formulation of a plan to achieve the goals stated in (4.0) and meet the priority needs assessed in (3.2) must begin with a clear statement of the mission of the system, and presentation of a quantified description of the requirements or specifications which must be met in accomplishing the stated mission. A mission of a space program might be to put two men on the moon. The specifications for accomplishing this desired end would include requirements relating to time, cost, personnel, facilities, equipment, criterion of proficiency, and participant selection. The importance of establishing operating parameters is emphasized by Silvern (1972), who believes that when analysis has been produced it is necessary to *establish operating parameters* (p. 75). According to Silvern (1972), "One set of parameters deals with selection criteria for the trainees (p.75)." It is important to state the mission clearly, and describe parameters with care and precision because the mission determines the purpose of system operations, and parameters represent the givens or the characteristics without which the system would not function.

In the delivery system model the function STATE MISSION AND SPECIFY PARAMETERS (5.1) is accomplished by stating the end product desired from the adult basic education operations, and specifying the requirements of the system operation. The specification of parameters must include the name of the parameter, such as, cost, and the quantified value for each parameter for immediate implementation of the plan. It is assumed that the numerical value might change at a future date, thereby making possible changes in the system plan of operations.

ANALYZE CONSTRAINTS AND RESOURCES (5.2)

Constraints are known limitations and restrictions in the capabilities of human and material factors involved in the design, development, and maintenance of a system. A constraint can be overcome, or ways can be found to get around the limitation. A constraint is an obstacle in the way of realizing the system mission. If the system specification calls for raising the reading level of a given population of offenders by two grades, and the particular individuals are without motivation to attend reading programs or participate in designed learning experiences, this lack of learner motivation could constitute a severe obstacle in the way of achieving the goal. The challenge would be to find some way around this obstacle.

Resources are means or assets which contribute to the realization of the system mission. Resources are means which have the capability of achieving ends. Resources are factors which facilitate accomplishment of the mission.

The analysis of constraints and resources is accomplished by identifying obstacles and assets related to the system mission, determining the relationships of these obstacles to the system operation and achievement of the mission, and considering each one individually. Ways to get around or overcome constraints must be found, and ways to optimize utilization of resources must be identified. The essence of systems approach is the optimization of resources in the achievement of specified goals.

Parameters can be either constraints or resources. It is important to consider constraints and resources in relation to the immediate situation. A factor originally identified as a constraint might become a resource which would facilitate accomplishment of the mission. If a plan calls for 50,000 square feet, and there are only 25,000 square feet available, then this constitutes a constraint. The task would be to re-examine the situation to see what kind of tradeoffs might be made. Money might be available for purchase or rental of more space. An equipment inventory containing a large amount of machinery would appear to be a resource. On closer examination, it might be found that the equipment is not in operating condition. This means the equipment becomes a constraint, and efforts must be made to see what kind of tradeoffs could be made to obtain optimum use of the machinery. It is possible the equipment could be sold for scrap, and the money obtained in the sale used to purchase essential equipment for the program operation. In the examination of constraints and resources and the efforts to make tradeoffs to optimize resources, it may be that adjustment must be made in the system mission. This is shown in the flowchart model (Supplementary Figure) by the feedback signal (5.2) to (5.1).

The function ANALYZE CONSTRAINTS AND RESOURCES (5.2) is accomplished in the delivery system model by listing all constraints and resources. For each constraint listed, describe how the factor affects system operation and describe tradeoffs that might be made to overcome the obstacle. For each resource listed, describe how the factor affects the system operation and indicate any tradeoffs that might have to be made involving the resource.

SYNTHESIZE POSSIBLE SOLUTIONS (5.3)

A *solution* is a method for settling an issue or answering a question. A solution represents a decision. In the delivery system model of adult basic education, the issue or question concerns how to achieve the mission. The methods which are hypothesized as possible means of accomplishing the mission represent possible solutions.

Synthesis is a process of identifying parts, and relating and combining them to create new wholes, or structures, designed to accomplish a stated mission. Synthesis of possible solutions is the process of creating or innovating methods or procedures for achieving the system mission.

The function SYNTHESIZE POSSIBLE SOLUTIONS (5.3) is made up of two parts: BRAINSTORM POSSIBLE SOLUTIONS (5.3.1), and DETERMINE FEASIBILITY OF POSSIBLE SOLUTIONS (5.3.2).

BRAINSTORM POSSIBLE SOLUTIONS (5.3.1)

Brainstorming is a group process of creative thinking, with no attention to possible constraints in the real life situation. Members of the group are charged with the task of thinking far out, dreaming of idealized plans. In a brainstorming session, every idea must be recorded. As many ideas as possible should be considered. The results of brainstorming are the sudden inspirational suggestions or ideas, relevant to a given problem. Brainstorming can be accomplished in a staff conference. It is part of the work of the system design team. The result of brainstorming must produce possible solutions which differ from the current operation. Continuation of the present program, with no change, is not acceptable as a brainstormed solution. Some change must be made.

Brainstorming is important because it engenders a great deal of creative thinking, draws on the best talents of the group, and enhances the chances of coming up with a viable solution because of the great variety and number of ideas presented. A good brainstorming session will leave few alternatives undiscovered. In the brainstorming session it is important to consider a great many ideas to avoid rejecting a possibility which might be unfamiliar but might have great merit. It is possible that a combination or modification of one or more brainstormed ideas might be valuable. It is important for the system design team to spend some time in brainstorming activities, with each team member thinking far out, dreaming up ideas that might somehow be incorporated in a plan for accomplishing the mission. In brainstorming it is important to think in terms of goals, rather than objectives. Goals are idealistic; objectives are down-to-earth. The purpose of brainstorming is to innovate and create. This is accomplished best when the target is idealistic, rather than realistic. It forces the brainstorming group to think of ways to reach something that is just beyond the grasp under existing conditions.

When the design team engages in brainstorming, it is important for someone to be responsible for recording all of the ideas. After all ideas are recorded, they are synthesized into plans. Brainstorming possible solutions must result in the creation of *at least* two possible plans for accomplishing the mission.

Brainstorming is important because the process forces innovation and improvement. The results of brainstorming must be a plan which calls for going beyond the present program. This is a critical point. Some improvement is essential. This is indicated in (3.2), the priority needs. If the present program were perfect, there would be no needs. Brainstorming must result in plans for improvement which will meet the needs.

The sub-system BRAINSTORM POSSIBLE SOLUTIONS (5.3.1) is accomplished by describing the way in which brainstorming of possible solutions was carried out by the system design team, and the way in which brainstorming will be carried out and by whom at the correctional institution or agency. This sub-system also will have a detailed, complete description in operational terms of each possible solution resulting from the brainstorming process of the system design team. There must be at least two possible solutions, each *of which is different from the current operation. In the delivery system model, these possible solutions can be shown as sub-systems of (5.3.1) and identified by descriptors of five words or less with point numeric codes (5.3.1.1), (5.3.1.2),etc.*

DETERMINE FEASIBILITY OF POSSIBLE SOLUTIONS (5.3.2)

Feasibility refers to the extent to which something is capable of attainment. Feasibility of possible solutions refers to the extent to which solutions are capable of being implemented.

It is important to determine the feasibility of the many solutions because brainstorming usually identifies some possible solutions which are so idealistic that implementation is precluded. There may be some possible solutions which indicate no possibility of implementation. These need to be eliminated. The feasibility of each solution will be determined by standards of feasibility. Feasibility is assessed by answering for each possible solution the question: "Can this solution be put into operation under existing conditions, given the constraints and resources identified and described in (5.2)?" This sub-system gives an opportunity for making further tradeoffs to convert an apparently unworkable solution into one that would be feasible. This is shown by the feedback signal path from (5.3.2) to (5.2). When a solution appears to be unworkable, another look is taken at the resources and constraints to see what other tradeoffs might be made, and further consideration is given to each possible solution described in (5.3.1) to see if modifications could be made which would make the solution feasible of implementation. This process of determining feasibility of solutions is accomplished by the design team, or a designated committee, in a meeting when each solution is discussed and the question of feasibility answered by consensus.

This function, DETERMINE FEASIBILITY OF POSSIBLE SOLUTIONS (5.3.2), is accomplished in the delivery system model by describing briefly the method employed to determine feasibility, and, then, listing each solution according to feasibility, with feasible solutions in one section or column, and unfeasible ones in another section. An explanation must be given for each unfeasible solution to indicate the basis for rejection.

MODEL/SIMULATE TO EVALUATE SOLUTIONS (5.4)

Modeling is a process of producing a highly simplified, but controllable, version of a real life situation. A *model* is an analogy or simplified version of the real world. When modeling is used to evaluate the possible solutions synthesized in (5.3.2), each solution is described in narrative or graphic form, with the essential elements identified and the relationships among the elements spelled out. This process requires describing each possible solution clearly, succinctly, and completely, with each element involved in the hypothesized plan identified.

Simulation is a process by which a model is tested under conditions made to resemble the real world. The capability of a space suit to protect a person against the conditions of temperatures and pressures of outer space is tested through simulation, by having an environment created to resemble the temperature and pressures which will be encountered in outer space and then monitoring the effects on an individual wearing the space suit under controlled condidions. Simulation of a possible solution for achieving the adult basic education in corrections mission can be carried out by talking through each possible solution, and weighing it by considering advantages and disadvantages, costs and benefits. This kind of simulation is done by taking the narrative or flowchart model created for each possible solution, and then considering the model against a set of standard criteria to determine potential worth. Silvern (1970) identified two of the major purposes of simulation as model-testing and problem-solving.

It is important to use the processes of modeling and simulation to evaluate the possible solutions, since these procedures prevent unnecessary expenditures of resources in fruitless efforts by pointing up the inadequacies of the hypothesized solutions before putting them into action in real life.

The function MODEL/SIMULATE TO EVALUATE SOLUTIONS (5.4) is done in two parts: EVALUATE POSSIBLE SOLUTIONS (5.4.1), and RANK ORDER POSSIBLE SOLUTIONS (5.4.2).

EVALUATE POSSIBLE SOLUTIONS (5.4.1)

Evaluation is a process of interpreting quantitative data to provide a basis for making decisions about value or worth of an object, action, or concept. Evaluation of possible solutions is the process of determining relative worth of each solution, in terms of the capability of accomplishing the system mission. Evaluation of possible solutions is done by considering the advantages and disadvantages of each solution that was considered feasible, and which has been described in narrative or flowchart form. Consideration of the advantages and disadvantages of each possible solution is accomplished by (1) defining criteria to judge the value of a solution, and (2) rating the proposed solution on each of these criteria. The rating should be given a numerical value. A simple operational way to make this evaluation is to prepare a rating checklist. At the top of the list, identify each possible solution and on the left side of the page list the criteria. Check each solution against each of the criteria to determine on a relative basis the extent to which the solution satisfies the criterion. The result of this subjective rating could be expressed in a numerical value, from 1 to 5, or by (+) and (-). If numerical values are used, a scale is set up arbitrarily. For example, satisfying a criterion to a great extent might be rated 5, and barely satisfying a criterion, if at all, might be rated 1. If a solution satisfied a criterion very well, it might get a plus (+), and if a solution failed to satisfy a criterion it might get (-). The criteria for evaluation should include the following: relevance of solution to system objectives;

cost; extent of innovation; flexibility; simplicity; time required. Other criteria might be added to meet unique situational requirements. The checklist approach to the evaluation of three possible solutions to accomplish a stated mission is illustrated in Figure 1.

Criteria	Solutions (5.4.1.1)	 (5.4.1.2)	 (5.4.1.3)
Relevance to objectives	+	+	+
Cost	+	-	-
Innovativeness	+	-	+
Flexibility	+	+	+
Maintainability	+	-	+
Simplicity	+	-	+
Reliability	+	+	-
Time	+	-	-
Total	+8	-2	+2

Figure 1. Rating of Possible Solutions.

Nielsen (1971) supports the evaluation of alternatives, which involves identification of alternatives for action and alternative projections. Identification of alternatives assumes the identification of the problem and the specification of a number of different alternative courses of action. Alternative projection follows, and it requires that each identified alternative for action is followed by "If I take this alternative, what will be the probable consequence?"

Evaluation of possible solutions to accomplish the system mission is important, since it is through this process that alternative solutions in the decision-making process are identified (Nielsen, 1971; Sybouts, 1971). This maximizes the chances for successful operation of the system. The evaluation of the solutions on the basis of relative worth in relation to a set of standard criteria serves the purpose of providing quantitative data to support the subjective judgment that places relative value on each plan. It is critical to look at the relevance of the solution to the system objectives. It makes no difference how outstanding the solution, it is worthless if it will not accomplish the stated mission. The relative cost can make the difference between two otherwise equally attractive solutions. A solution should provide for some degree of innovation. Synthesis is synonymous with innovation. The sub-system (5.0) is the heart of system innovation in this model. There must be a degree of flexibility, in order to provide for adaptation to change. The corrections setting, probably as much if not more than any other, must be geared to change. A solution must be one which is characterized by simplicity, to provide for ease of installation and operation. A system that is too complicated may flounder. Time is almost always a consideration. Given three equally attractive possible solutions, the one which could be accomplished in the least amount of time would be preferable. Attention should be given to reliability. The plan must be one which will work repeatedly with the same results. Maintainability refers to the need to keep the system operating.

In the delivery system model, the function (5.4.1) EVALUATE POSSIBLE SOLUTIONS is accomplished by (1) writing in narrative form and designing in the delivery system flowchart the sub-systems which will constitute the possible solutions; and (2) reporting the results of the simulation carried out through talking through each possible solution to determine extent to which it satisfies the rating criteria.

The possible solutions which were determined feasible in (5.3.2), are converted to model form, both in narrative and in the flowchart, in (5.4.1). These models identify the elements in the solution and describe the relationships of the elements. These models are operational descriptions of how the solutions will work in real life. These models are the results of synthesis.

The simulation of the possible solutions in model form is carried out by the design team or a committee as a group activity. Simulation involves talking through each solution, by looking carefully and critically at the solution to see how it rates on each of the evaluation criteria. The results of simulation are recorded in the narrative of the delivery system model in a checklist, similar to that shown in Figure 1.

RANK ORDER POSSIBLE SOLUTIONS (5.4.2)

Rank order means to list according to priority. Rank ordering possible solutions is the process of listing the solutions for which models were designed in (5.4.1) in order, according to the relative worth or value of the solution. The rank ordering of possible solutions is the procedure of listing, according to priority, the solutions from (5.4.1).

It is important to set priorities, because this makes it possible to select the best solution from among several possible procedures for accomplishing the system mission. It also provides a ready-made protection against having to abort a system operation for reason of having no ready alternative in case the solution selected as most-preferred cannot be implemented.

In the delivery system model, the function RANK ORDER POSSIBLE SOLUTIONS (5.4.2) is accomplished by listing the solutions from (5.4.1) in order according to the highest rating obtained through the simulation process.

SELECT BEST POSSIBLE SOLUTION (5.5)

Selection of the best possible solution is the process of identifying the solution which will become part of the system plan. This identification is done by stating the descriptive name and the point numeric code of the solution considered to be the best. The best solution will be the one at the top of the priority listing. Sybouts (1971) points up that the selection of the best possible alternative solution does not necessarily mean the decision maker will be happy with the solution. Of the various alternative solutions which are available there may be none which is completely satisfactory, so the decision maker is faced with selecting the least of the evils. Selection of the best possible solution also involves stating justification for the selection. This justification is based on the results of simulation, pointing up the advantages of the solution.

It is important to select the best possible solution. The identification of the solution, together with the statement of the mission and specification of parameters (5.1), constitute the three elements in the plan. It is important to justify selection of the plan. It is this documentation that provides ready answers to critics who question the worth of an innovation or improvement in the system.

In the delivery system model, the function SELECT BEST POSSIBLE SOLUTION (5.5) is accomplished by stating the name and point numeric code of the plan that is selected and listing the reasons for the selection. These reasons will come from the simulation (5.4.). In listing the reasons comparative information should be given. If the cost of the solution selected is estimated at $24,000 the cost of other alternatives is estimated at $35,000 and $38,000, it is important to show the saving that will result from selecting one over the other two solutions. This can only be done by giving the cost figures for all three possible solutions.

Conclusion

The sub-system (5.0) is the major synthesis sub-system in the model. In (1.0) the concern was with an analysis of the existing situation, the real world as it is. In (5.0) a new structure or organization is synthesized. This is the management design for accomplishing the system mission. This is the sub-system in which management decisions are made concerning the direction to be taken in the future. The sub-system (1.0) deals with existing information only. The sub-system (5.0) innovates a new plan. The needs which were assessed in (3.2), and which became the basis for the corrections goals, and management subgoals and objectives defined in (4.0) will be met through the plan formulated in (5.0). This management plan

(5.0) will be evaluated in (7.0). The report which is prepared for presentation to the decision makers in (7.3) includes an evaluation of how the mission was or was not accomplished. This relationship is shown by a feedback from (7.3) to (5.1), and a feedforward from (5.5) to (7.1).

The function FORMULATE PLAN (5.0) is a management function. The plan which is formulated in (5.0) sets the directions and limits for the instructional program of adult basic education to be developed, implemented, and evaluated in (6.0).

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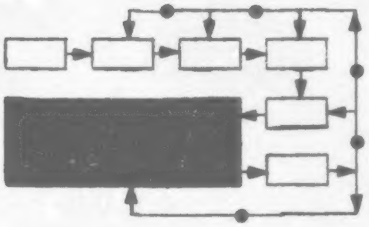
CHAPTER VI



DEVELOP, IMPLEMENT,
EVALUATE PROGRAM (6.0)

Introduction

> With the national focus on correctional improvement it is indeed timely to examine new ways of approaching old problems in education and to do so in the framework of research and evaluation. Lawrence A. Bennett

The management plan formulated in (5.0) provides the foundation for developing, implementing, and evaluating the instructional program. The subsystems, ANALYZE REAL LIFE ENVIRONMENT (1.0), ESTABLISH PHILOSOPHY (2.0), ASSESS NEEDS (3.0), and DEFINE SYSTEM GOALS, SUBGOALS, OBJECTIVES (4.0) deal with management functions. These five subsystems, together with subsystem EVALUATE SYSTEM (7.0), constitute a management planning and processing system. The subsystem DEVELOP, IMPLEMENT, EVALUATE PROGRAM (6.0) is an instructional subsystem which contains all of the elements found in the six management subsystems. Subsystem (6.0) provides a logical, rational, scientific approach to guide instruction.

Teaching, in the most basic sense, is a communicative relationship which involves exchange of actions, information, and objectives. Teaching which is logically planned and systematically ordered has more chance for success than haphazard, unplanned instruction. Subsystem (6.0) provides a means of achieving accountability in instruction. Mager and Beach (1967) have observed that:

> Though schools and instructors have been in existence for centuries, and though educational researchers have been at work for decades, we do not yet have a science-based guide that tells us how to make an accurate selection for appropriate instructional strategy (p. 52).

Subsystem DEVELOP, IMPLEMENT, EVALUATE PROGRAM (6.0) constitutes a science-based guide for making accurate and appropriate selection of instructional strategies implementing the instructional philosophy and goals, and making evaluation of the effectiveness of these selections. Instruction and management must be closely and strongly related. This relationship is shown in the flowchart (Supplementary Figure) by the signal paths to (6.0) from the other subsystems, and from (6.0) to other subsystems. There is a mutual reciprocity between the selection of a management plan in (5.5), and the development, implementation, and evaluation of an instructional program in (6.0). This relationship is shown by the signal paths between subsystems in (5.0) and those in (6.0).

The instructional subsystem (6.0) is made up of four parts: PROVIDE MANAGEMENT SUPPORT (6.1); DEVELOP CURRICULUM (6.2); IMPLEMENT PROGRAM (6.3); and EVALUATE PROGRAM (6.4).

In the delivery system model, subsystem (6.0) is accomplished by describing each of the four subsystems which combine to make up the function DEVELOP, IMPLEMENT, EVALUATE PROGRAM.

PROVIDE MANAGEMENT SUPPORT (6.1)

Management is comprised of the functions of organization and administration, and includes responsibilities for planning, organizing, coordinating, directing, controlling, and supervising, with obligations to account for results. Managers are concerned with activities, projects, and programs. Management is a decision-making process, and managers are responsible for their decisions. Management support refers to the planning, organizing, coordinating, directing, controlling, and supervising activities which are carried out purposefully by management personnel to contribute to and facilitate the instructional process. Instruction refers to the process of purposefully contriving environments and creating experiences to bring about desired changes in the behaviors of individuals.

An environment which encourages learning is a necessary part of the total Adult Basic Education in Corrections program. Learning experiences will be ineffective if not supported by administrative decisions that maximize possibilities of achieving corrections goals and instructional subgoals and objectives. The instructional program needs to be developed on the basis of findings from relevant research. The program requires coordination of funds, space, equipment, materials, supplies, personnel, and community resources. There must be a concerted effort to maximize community resources in a systematic way in the instructional program. The support of management is necessary for human and material resources to be used most effectively in developing and implementing the instructional programs. Administrative and instructional decisions must be made for organizing instruction. These decisions must be mutually reciprocal. It is important for managers to support the achievement of instructional objectives through allocation and expenditure of funds; designing, constructing, or modifying facilities; recruiting, selecting, and training personnel; scheduling time; coordinating institutional and community resources; and maintaining a climate for learning. On the other hand the instructional program supports management, since it is through the implementation of the instructional program that system subgoals and objectives defined by management (4.0) are achieved.

The function (6.1) PROVIDE MANAGEMENT SUPPORT is made up of seven parts: SURVEY/DISSEMINATE RELEVANT RESEARCH (6.1.1); ALLOCATE/EXPEND FUNDS (6.1.2); DESIGN/CONSTRUCT/MODIFY FACILITIES (6.1.3); RECRUIT/SELECT/TRAIN STAFF (6.1.4); SCHEDULE TIME (6.1.5); COORDINATE INSTITUTIONAL AND COMMUNITY RESOURCES (6.1.6); and MAINTAIN CLIMATE FOR LEARNING (6.1.7).

In the delivery system model describe the importance of having management support for instruction and identify the elements which make up the management support subsystem.

SURVEY/DISSEMINATE RELEVANT RESEARCH (6.1.1)

Research is defined as a process of sequentially related, systematized activities, conducted for the purpose of seeking answers to hypothesized questions through the use of the scientific method (Ryan, 1969b). The degree of control exercised in carrying out activities for the purpose of seeking answers to specified questions, and the amount of sophistication applied in developing the plan for the research activities varies from a rigidly controlled, highly experimental program aimed primarily at theory-building to the action-type projects where controls are minimal. Regardless of the degree of sophistication in design, research is intended to produce information relevant to defined problems or questions and to culminate in more effective utilization of human and material resources for achieving results. Keve (1972) points up that "in addition to the conventional use of research for testing the effectiveness of methods, it can also be used for its direct therapeutic or instructional value to the student himself when he is put in the role of researcher (p. 2)." The process of surveying research involves looking at available information in fugitive literature and published reports dealing with the results of systematic efforts to find answers or produce data related to defined problems or questions. The survey of research is made by determining available information relevant to the development, implementation, and evaluation of adult basic education programs in correctional settings. Dissemination of research is the process of analyzing available information, putting it in a form which makes it readily usable by the practitioner, and getting the packaged information to the user. Three areas of information are particularly relevant to the development, implementation, and evaluation of adult basic education in corrections: learning systems (6.1.1.1); social interaction (6.1.1.2); and human growth and development (6.1.1.3). The research survey is accomplished by seeking information on these topics through (1) government agencies; (2) publications, including monographs, journals, books, bibliographies, and special reports; (3) institutions of higher education; and (4) professional organizations. There are a number of clearinghouses operated primarily by government agencies and professional organizations, concerned with identification and dissemination of information dealing with program development, implementation, and evaluation. Government agencies maintain files and issue periodicals and other reports which are directly relevant to program development and implementation. Reference to Education Index, Psychological Abstracts, Sociological Abstracts and related indices should result in identification of materials published in major professional journals, or issued as books, monographs, or special reports. Inquiries to research and development centers, to education, psychology and sociology departments, and to centers for criminal justice can be made to identify available information related to adult basic education in corrections. Several professional organizations are engaged actively in information dissemination, and report periodically on relevant research through newsletters.

They also provide a platform for research reporting at annual meetings. The following list illustrates sources of information:

I. Government Agencies

  A. U.S. Office of Education

    1. National Multi-Media Clearinghouse (evaluates, abstracts, and indexes materials on Adult Basic Education)
    2. Regional Offices (on-going projects and reports)
    3. Regional Laboratories and Clearinghouses (reports on special studies related directly to specific regional problems and populations)
    4. ERIC (indexes all education research and research-related literature)
    5. Division of Adult Education (teacher training and special demonstration projects; in-house reports)

  B. U.S. Bureau of Prisons (central office clearinghouse on special projects in education)

  C. Law Enforcement Assistance Agency (research office, and clearinghouse)

  D. U.S. Department of Labor (research on manpower development and training)

  E. National Institute of Corrections (clearinghouse of corrections materials)

II. Publications

  A. Books, monographs, special reports, bibliographies

  B. Professional journals

    1. Adult Education
    2. Adult Leadership
    3. American Educational Research Journal
    4. Review of Educational Research
    5. American Journal of Corrections
    6. Correctional Education Journal
    7. Psychology Today

  C. Dissertation abstracts

III. Institutions of Higher Education

IV. Professional Organizations

  A. American Correctional Association

B. Adult Education Association

C. National Association of Public and Continuing Adult Education

As research findings are analyzed, there is direct input from the plan selected in (5.5). The mission defined in (5.1) could be modified by the research findings, or the solution selected in (5.5) could be changed. These relationships are shown by the signal path (F) from (6.1.1) to (5.1).

The survey and dissemination of research information on learning systems, social interaction, and human growth and development are important, because it is here that answers are found to questions and bases are provided for program planning. Programs should be developed on the basis of fact, not fiction. Research results are more apt to be fact than fiction. Research in corrections, *per se*, is sparse. Some significant experimental and demonstration projects are a matter of record, but a large body of knowledge emanating from corrections research does not exist. Bennett (1972) calls attention to the importance of looking at the research results from other fields, noting that new ideas may emerge from only tangentially related areas of study. It is true that fundamental aspects of instruction may be manifested in a variety of settings. The findings from learning system studies will be of value, since these results point to the effects of different developments in educational technology and document demonstrated effects of different learning approaches. Human growth and development research is important. The results from adult basic education programs in the community and education for the disadvantaged can be of great value in assisting the program planning in correctional settings. The learners are older, and have many characteristics in common with offenders. The conclusions growing out of experimental programs at elementary grades in regular school settings should not be ignored, since some of the basic principles found may be of considerable value in planning programs of adult basic education in corrections (Bennett, 1972). The social interaction research is important since these studies give information to help in understanding the group dynamics involved in the correctional setting, and aid in planning programs to take advantage of the social psychology of individuals in a situation like the correctional setting. The correctional administrator is not expected to conduct research, although he may support action programs in the system. It is important for the manager to be apprised of what is going on in the field that is relevant to the decision-making tasks of administration, and to see that the findings from research studies are made available to those involved in developing, implementing, and evaluating the instructional program. Being aware of the research information places the manager in a better position to provide support.

In order to develop a program of adult basic education for any individual learner or any group of learners, it is necessary to have information, about the learners social interaction variables, and the learning process. From the theory and research on learning, particularly in relation to the undereducated, disadvantaged group, information can be selected and utilized to motivate the learners and to increase the chances that they will realize the adult basic education in corrections objectives.

The function SURVEY/DISSEMINATE RELEVANT RESEARCH (6.1.1) is made up of three parts: SURVEY/DISSEMINATE LEARNING SYSTEMS RESEARCH (6.1.1.1); SURVEY/DISSEMINATE SOCIAL INTERACTION RESEARCH (6.1.1.2); and SURVEY/DISSEMINATE HUMAN GROWTH/DEVELOPMENT RESEARCH (6.1.1.3). In the delivery system model, the subsystem SURVEY/DISSEMINATE RELEVANT RESEARCH (6.1.1) is accomplished by describing the importance of research and identifying the three areas of research to be surveyed.

SURVEY/DISSEMINATE LEARNING SYSTEMS RESEARCH (6.1.1.1). Learning systems research includes all information produced through systematic study aimed at answering questions on motivation, repetition, transfer of learning, reinforcement, goal-setting, individual instruction, group instruction, teacher characteristics, learning materials, classroom climate, facilities, educational technology. This function is carried out by looking for information on these topics, making abstracts, recording principles and findings, and getting this information to the program developer and implementer.

Research on learning systems is important because learning is the central concern and primary purpose of the instructional program. The program is designed purposefully to achieve changes in behaviors of the offenders. Every possible bit of information which could be used to facilitate achievement of this end should be analyzed and put into practice.

Bennett (1972) cites principles of learning which apply particularly to the adult learner in corrections:

1. Principles of good teaching apply to adults as well as to children.

2. Learning is more rapid and efficient when the learner is a participant rather than a spectator.

3. Interest is greater and learning is more effective when a visible and tangible product appears as the result of a learner's activity.

4. Group learning is more effective than individual learning.

5. The greater the number of sensory channels used in the process, the greater the amount of learning.

6. The more learning is used, the more it will be retained.

7. Learning is more effective when the approach is an informal learning laboratory concept, using flexible time blocks, capitalizing on learner needs, and using positive behavioral modification techniques.

The need to generate *motivation* on the part of the learner is nowhere more critical than in corrections. Since learning is a change of behavior through experience, it becomes apparent that directed or planned experiences based on the individual learner's needs can result in positive change in behavior. Motivation is the key to success, and unless the information can be used to help the learner develop motivation to learn, it has little value. Several approaches to accomplish this end have been tested. Positive results have come from *considered* use of outside resource persons, teacher enthusiasm, positive classroom climate, and field trips. It has been shown that learning is more rapid when the learner is involved as a participant, and material is presented in graspable units. In beginning phases the units need to be quite small, and of a size and complexity that assure the learner of success.

Michael (1967) made the observation that the offender possesses all the human qualities that distinguish him as an individual. These qualities are of varying degrees in their appearance but, nevertheless, are quite critically significant in affecting one's motivation to learn. The offender has a need for understanding, acceptance, success, love, status, education, verbal skills, positive motivation, emotional gratification, vocational skills, human relations, friends, models, recognition, goals, relevance, reality, communication, and self-image. Sherk (1970) further emphasizes this by pointing out that failure or threat of failure will only result in avoidance behavior which inhibits learning.

When the formal system does not meet the value needs of learners they will seek informal ways to fulfill their needs (Wells, 1970). A value is what one considers to be worthwhile, and it can have motivating qualities. It is, therefore, important that information about the learners be applied in such a way that it will motivate them to learn, as well as be useful in developing a program for learning which will satisfy individual needs. The learner is greatly influenced by the peer group. If the group holds educational attainment as a value, the individual can be motivated to participate in educational activities, as status is attached to the participation and degree of achievement. It is therefore crucial that a value system be created that regards education as a legitimate and desirable goal.

One of the most compelling kinds of motivation for a confined offender would be the reasonably certain knowledge that efforts one might make while confined could result in a tangible pay-off later in the community. Thus, if one can have specific and extensive evidence that others in his/her jurisdiction with prison records are finding not only jobs but real opportunities for economic security and for careers in the community, he/she is much more likely to be motivated. The more specifically opportunities can be related to a particular program in which one can and perhaps should engage, the more the motivation. One of the first items of importance in facilitating learning is that the material be meaningful.

Another important aspect of learning is knowledge of results. This factor is important especially when attention is given to the fact that the offender has probably been subjected to repeated failures, particularly in educational settings. Feedback of results has been demonstrated to be important. Individuals need almost immediate feedback about how they are doing in order to progress. It is important to plan practice sessions. In most situations distributed practice tends to produce learning of a more lasting nature.

The law of effect is a basic principle of learning. The principle points up the fact that responses to a situation that elicit positive conditions are likely to be repeated. The offender group is characterized by a need for immediate gratification, and it is therefore important to understand the reward system of the learner's immediate reference group. Information about the learning process can be utilized to maximize the reward system in helping the learner to achieve adult basic education in corrections goals. Reinforcement theory holds that what an individual learns is contingent upon the consequences of his/her acts. Consequences which strengthen, or reward, the behavior they follow are called positive reinforcers. In one project (McKee and Clements, 1967), it was concluded that the warden is the most powerful reinforcer in a correctional setting, because he is in a position to cause things to happen. The basic principle of reinforcement points up that positive qualities should be supercharged with success-oriented programs that have built-in reward systems. Contingency management, which implements principles of reinforcement, relies on the notion of enhancing approach responses and decreasing or extinguishing avoidance response tendencies. This system of manipulating and controlling learning contingencies to maximize learning has been found effective in correctional settings (Rehabilitation Research Foundation, 1968; McKee and Clements, 1967).

A system implementing principles of contingency management was described in the Draper Project Final Report (Rehabilitation Research Foundation, 1968):

> Around this principal motivational technique--individualized instruction--was built a system of extrinsic reinforcers which were applied frequently and immediately in an effort to keep the inmate involved in achieving long-range success. (Since achievement of long-range goals delays reinforcement, it is necessary that a trainee be helped to set intermediate goals so he can receive reinforcement and realize that he is making progress.)
>
> We were able to get trainees to increase their academic productivity by paying them for points earned by completing programmed instruction. A point value was assigned to each programmed course on the basis of its length and difficulty, and the monetary value of the points was established. A trainee could then earn money according to his own productivity. He was not, however, paid for merely completing frames. He had to pass unit and/or final examinations in a course in order to earn points.
>
> Such a plan offered flexibility in delivering reinforcement. For example, trainees might have been paid once a week for all points earned in that week; or they might have been paid whenever they accumulated a certain number of points; or payment for points earned in one course could be made contingent upon earning points in another course. The instructor could schedule reinforcement and vary the schedule as he saw the need (p. 82-83).

Contingency management calls for rewarding the learner for acceptable behavior. Prison industry systems could adapt concepts from business and industries such as piece work, overtime pay, and even modified profit sharing plans.

Bennett (1972) notes that the concept of *instrumental behavior* is important in instructing adults in a correctional setting. Adults are more likely to learn those skills that are of most value to them in assisting them to progress toward defined objectives.

One of the most difficult tasks for the adult offender is to set realistic, long-range goals. The idea of contract learning involves attention to goal-setting and application of reinforcement theory. Contract learning starts with learner and staff working together to set short and long term goals. Rewards are contingent upon contract fulfillment.

The techniques of *behavior modification* have been shown to be effective in bringing about learning. These techniques have been used in a number of different ways, including teaching machines, token economies, and contingency management. Bennett (1972) cites a study by Heitzman and Putnam (1972) which demonstrated gains by use of token reinforcement with adult basic education students. Behavior modification depends on providing positive reinforcers for desired behavior while ignoring undesired behaviors.

In the delivery system model the function SURVEY/DISSEMINATE LEARNING SYSTEMS RESEARCH (6.1.1.1) is accomplished by listing sources of information on learning systems and stating important findings to be applied in developing the adult basic education in corrections program.

SURVEY/DISSEMINATE SOCIAL INTERACTION RESEARCH (6.1.1.2). Social interaction research is information obtained through systematic study of group dynamics, leadership, morale, productivity, communication, sensitivity, social class and structure, roles and status.

Research on social interaction is important because of the tremendous peer group influences in the correctional setting. There is a need to design and implement programs in an environment where there are two sets of classes and structures--staff and offenders--operating at the same time. Leadership and morale among the offender population are important variables related to learning, and communication and sensitivity must be understood in relation to both staff and offenders. The sociology of the correctional setting is critical to the development and implementation of an effective program.

Societal information is particularly critical to the task of developing adult basic education programs to serve individuals who are disadvantaged by their lack of academic, employment, and social skills essential to participation in and adjustment to a complex society. Mangano (1967) holds that:

> . . . basic education must be more than merely a skill development program . . . literacy skills and the allied skills of computation cannot be taught apart from the total behavioral patterns of students . . . . Adult Basic Education curriculum must be designed to . . . help the participant solve immediate life problems and which will enable him to better understand the societal structure to which he must adapt in order to become one of the advantaged rather than one of the disadvantaged (p.28).

Parsons (1965) identifies three major elements of a social system:

1. A plurality of individuals interacting with each other in a situation which has a physical or environmental aspect;

2. Individuals who are motivated in terms of a tendency to optimize gratification;

3. Individuals whose relations to their situations and to each other are mediated by a system of culturally shared and structured symbols.

The prison functions as a social system because individuals interact with each other with sufficient uniformity so that behaviors can be classified as conforming to the environment. Individuals in the prison share similar orientations to the setting, and this orientation causes individuals to be motivated to behave in predictable ways to seek gratification. The individuals have learned to anticipate attitudes and social responses from other members of the group. The prison, as a social system, is heavily populated by aggressive and undisciplined personalities. Reliance on coercive techniques for social control encourages hostility, dependence, and manipulative efforts on the part of the offender.

Within the prison two social systems compete for allegiance of the offender. Officials make up a formal organization, structured by a set of rules. A maximum custody institution operates a social system designed to maintain almost total control over offenders through power concentration in the hands of the establishment. Rules are imposed, and surveillance and coercion are employed to maintain control. A rival social system among offenders is in contradiction to the formal social system. Offender groups emerge and form social systems to provide protection and assistance against the power group. The offender gains satisfaction from membership in a group of peers who understand him/her and are interested in his/her problems. The conflicts which arise between the two social systems of the correctional setting must be understood and taken into account in attempting to develop programs for adult basic education in corrections.

Information about the social system of the correctional setting, and the relationship between the free society and the correctional society, will make it possible to devise realistic programs for adult basic education geared to the personal and environmental characteristics of the offender.

In a social system each individual occupies a position or several positions. Each position, or status, in the social order of the correctional setting, affects the kinds and degrees of authority one has over others; the kinds and degrees of rewards one can gain; the privileges and immunities one can expect; and the degree of prestige one can receive. The formal society places the guard in a higher status than the offender, with the consequence that the offender is inferior in all respects. In the offender society there is a similar differentiation among statuses, so the aggressive offender is superior in status to the inexperienced, passive offender.

Social systems usually provide for tension-management (Loomis, 1960). The correctional setting fails in this regard, as the offender is in a situation where he/she loses a sense of belonging to community reference groups such as family and friends. The offender is denied heterosexual satisfactions, denied the opportunity to pursue many of his/her own interests, and denied economic incentives basic to the non-correctional society. To accommodate to the stresses of the social system, Loomis (1960) lists the following avenues which are open to the offender:

1. He can accommodate to the norms of the formal society, accepting the inferior status with its implication that he must be guarded and regarded with suspicion.

2. He can accommodate to the norms of the offender society, accepting norms that are inconsistent with those of the free community.

3. He can become a social isolate, minimizing contact with both formal and offender groups.

4. He can rebel by violating rules and regulations of the formal society.

Galtung (1958) and Sykes and Messinger (1960) point up some of the points of conflict between the two cultures operating in the correctional setting:

Norms of the Formal Culture	Norms of the Offender Culture
1. You shall recognize that you are guilty.	1. You shall never openly say that you are guilty.
2. You shall recognize it was correct to take you out of your social context and imprison you.	2. You shall never openly say that the sentence was correct.
3. You shall perceive your status as criminal as undesirable.	3. You shall be on the side of the offender in all conflicts.
4. You shall perceive your time in prison and services offered as aimed at helping you to become rehabilitated.	4. You shall say that the prison either has no effect or a harmful effect on you.
5. You shall treat prison personnel as your superiors.	5. You shall maintain the position that "screws" are always wrong and not to be trusted, that prison personnel are inferior human beings.

Attending to problems of cross-cultural communication is important. Communication problems endemic to the correctional institution, and problems of teaching individuals from cultures and sub-cultures alien to the staff, must be taken into account in planning programs for effective adult basic education in corrections. The potential for utilizing paraprofessionals drawn from the offender group as well as among individuals indigenous to particular ethnic or minority groups has been demonstrated. The results of research point to important principles relating to these characteristics. Studies on the relation of age to learning have pointed to a continuing learning potential. In general adults can learn, although at a slowly declining rate of about 1 per cent a year from ages 45 to 70. The efficiency of learning might be somewhat less than for younger persons, but the quality is apt to be higher, and there can be a greater retention level. Bennett (1972) cites the conclusions of Lorge (1966) that the capacity or ability to learn is very slightly affected by increased age, although the effects on efficiency of learning are greater. The older offender is apt to have the potential to learn, but it may take a longer period of time to achieve learning objectives.

Individuals in correctional settings are delinquently-oriented. The question is, what is the relationship of this delinquent orientation to learning? The evidence appears to show that the delinquent is less facile in tasks requiring linguistic abilities. To reach the majority of offenders, it would be wise to select material that relates to concrete manipulations or tasks that involve abstraction without verbal skills. Bennett (1972) cites Rohwer (1971), and suggests an approach to increasing learning skills by using concrete, explicit, and specific instructional programs.

The factor of socio-economic background is important in learning. Bennett (1972) cites the conclusions of Rohwer (1971) that differences in school success vary with ethnicity, socio-economic status, and mental ability. The differences in learning potential which exist by virtue of having different ethnic or socio-economic background must be taken into account in planning an instructional program.

In the delivery system model the function SURVEY/DISSEMINATE SOCIAL INTERACTION RESEARCH (6.1.1.2) is accomplished by listing sources of information on social interaction variables, and stating important findings to be applied in developing and implementing the adult basic education in correction program.

SURVEY/DISSEMINATE HUMAN GROWTH/DEVELOPMENT RESEARCH (6.1.1.3). Human growth and development research provides information about characteristics and needs of the offender, the adult learner, and the disadvantaged; the relationship between heredity and environment; the growth and development of individuals in different cultures and subcultures; the nature of developmental stages; the influence of values; and the causes of conflicts and anxiety.

Information about human growth and development is important, since learning is a function of the growth and development of the individual. An effective program can be designed only if it is planned *for* a target group. A complete understanding of the person is necessary if a viable program is to be developed. The learners likely to be entering the adult basic education program in correctional settings have a number of identifiable characteristics. They are apt to be older, ranging in age from 18 to over 65. They are, or have been, delinquently-oriented. They are likely to be of minority ethnic origin and come from lower socio-economic levels. They will have had a long history of failure in academic pursuits. Forty per cent of the offenders are without previous work experience. Most inmates are insecure, exhibit little self-discipline, have a low self-image, and manifest distorted value systems. The average educational achievement of offenders is estimated at fifth to sixth grade level. It is generally recognized that offenders are basically in opposition to society and its mores, and that the social structure in the institutional setting is an artificial one (Levy, 1952; Parsons, 1965; Galtung, 1958; Sykes and Messinger, 1960; Loomis, 1960). According to the President's Commission on Law Enforcement and Administration (1967), ". . . the lower socio-economic class is likely to have more frequent contact with criminals, antisocial individuals or groups than are members of the middle or upper class, enhancing the probability that these individuals, when unemployed, will become involved in criminal behavior (p. 1)." Ethnic background and socio-economic factors influence the learner-teacher relationship. Bennett (1972) cited the conclusions of Lanning and Many (1966) that some learners have difficulty accepting instruction from someone from a different background. Bennett then makes the point that the real need may be to assist teachers in better understanding cultural differences, pointing out that skill training in transcultural communication is being developed and materials are being made available to aid in understanding and communicating with minority groups.

The expectation of failure is a characteristic typical of the majority of offenders. The individual entering a correctional institution is apt to be educationally retarded, with a mean tested grade level about two years behind the level of grade last attended in school (Bennett, 1972). This means that most of the learners entering an educational program have experienced failure. The need for the instructor to relate to the learner is critical in the correctional setting. Bennett (1972) cites the conclusions of Truax and Carkhuff (1967) that characteristics essential to effective interpersonal communication between learner and teacher in corrections are empathy, positive regard, and congruence.

The forces and beliefs dominating minority groups must be considered, and efforts should be made to capitalize on their pride in their own backgrounds and cultures. Information relating to minority group beliefs and demands should be synthesized in making plans to attract potential adult basic education in corrections learners and to satisfy their cultural identifications. It is important to attend to the ways in which traditions, subcultures, common relationship and role sets complicate the job of motivating and assisting confined offenders (President's Commission on Law Enforcement and Administration, 1967). It is necessary but not sufficient to take into account the generally accepted information relating to characteristics of the adult basic education learner (Snyder, 1970). Though the adult basic education learners in correctional settings will have many of the characteristics of educationally and socially disadvantaged adults, they will also be found to have characteristics which set them apart from the educationally disadvantaged adults in the community.

In the delivery system model the function SURVEY/DISSEMINATE HUMAN GROWTH/DEVELOPMENT RESEARCH (6.1.1.3) is accomplished by listing sources of information on human growth and development, and reporting important principles and findings about human growth and development to be applied in developing and implementing the delivery system model. In the delivery system, the research function must not be presented as merely an academic or esoteric exercise. The pertinent research findings will be described and related to the defined plan and to the implementation, development, and evaluation of the program.

ALLOCATE/EXPEND FUNDS (6.1.2)

There are two distinct support functions performed in the area of financial resources: allocation of funds, and expenditure of funds. Allocation means to designate the fund for a specific purpose. Expenditure means to actually spend the money for the purpose designated. Until expenditure takes place, the allocation always can be reviewed and changed or modified.

Allocation and expenditure of funds are important functions performed by management to support the instructional program. Without funds to support the development, implementation, and evaluation of the program, it is almost impossible to have an instructional system. There is a mutually reciprocal relationship between allocation and expenditure of funds and the system parameters. This is shown in the flowchart model (Supplementary Figure) by the mutually reciprocal signal paths between (6.1) and (5.1). The number of learners, requirements for staffing, availability of facilities, supplies, materials, equipment, the nature of the program, and the evaluation needs also influence the allocation and expenditure of funds.

In the delivery system model, the function ALLOCATE/EXPEND FUNDS (6.1.2) is accomplished by stating specific budget items and giving the bases or criteria upon which allocation was made. This function also should include in the narrative a description of the importance of continuing support from management through allocation/expenditure of funds, and suggestions for ways to facilitate this kind of support.

DESIGN/CONSTRUCT/MODIFY FACILITIES (6.1.3)

A facility is an installation in which a program will be implemented. This refers to the architectural product, and includes requirements for storage, ventilation, acoustics, color, lighting, and electrical outlets. Design of the facility, or structure complex in which the instructional program will be implemented, is accomplished by drawing up the building specifications and laying out the plan. Construction is accomplished when the plans are operationalized and the structure takes shape. Modification of facilities is accomplished when changes are made in existing structures.

The construction or modification of a facility should not be seen as a one-time support function. This must be continuous. Chapman (1970) has noted:

> For more than half a century architects and designers have been living with the dogma "form follows function"--but it is important to recognize these times in which we live are characterized by *CHANGE*. If we understand that form *permits* function, we have a rational modification of Sullivan's doctrine. Changing functions may require responsive change in physical and environmental factors (p.5).

The management function in relation to facilities has been described by Gilbert (1970):

> Leaders in education plan design . . . indicate before proper consideration can be given to the design of an educational facility, appropriate educational objectives must be established. How the established objectives are to be achieved, type educational methods, curriculum content, and other questions must be determined before plant planning can proceed intelligently (p. 197).

A special facility is needed in corrections to accommodate the educational function. Gilbert (1970) states that the plant should provide flexibility in program and create an environment which encourages student activity:

> When one considers the most desirable teaching methods in the correctional setting it is obvious the basic education plant should not be a replica of a typical public school . . . . The education plant must be designed to permit individual student development, and have provisions for flexible scheduling, group activities and varied period lengths for modular scheduling. It is essential the design incorporate features which permit student movement and control with a minimum interference to other students (p. 199).

Gilbert (1970) describes two basic plant designs to provide an arrangement giving correctional education the desired scheduling and classroom flexibility and permit individualization of learner activities:

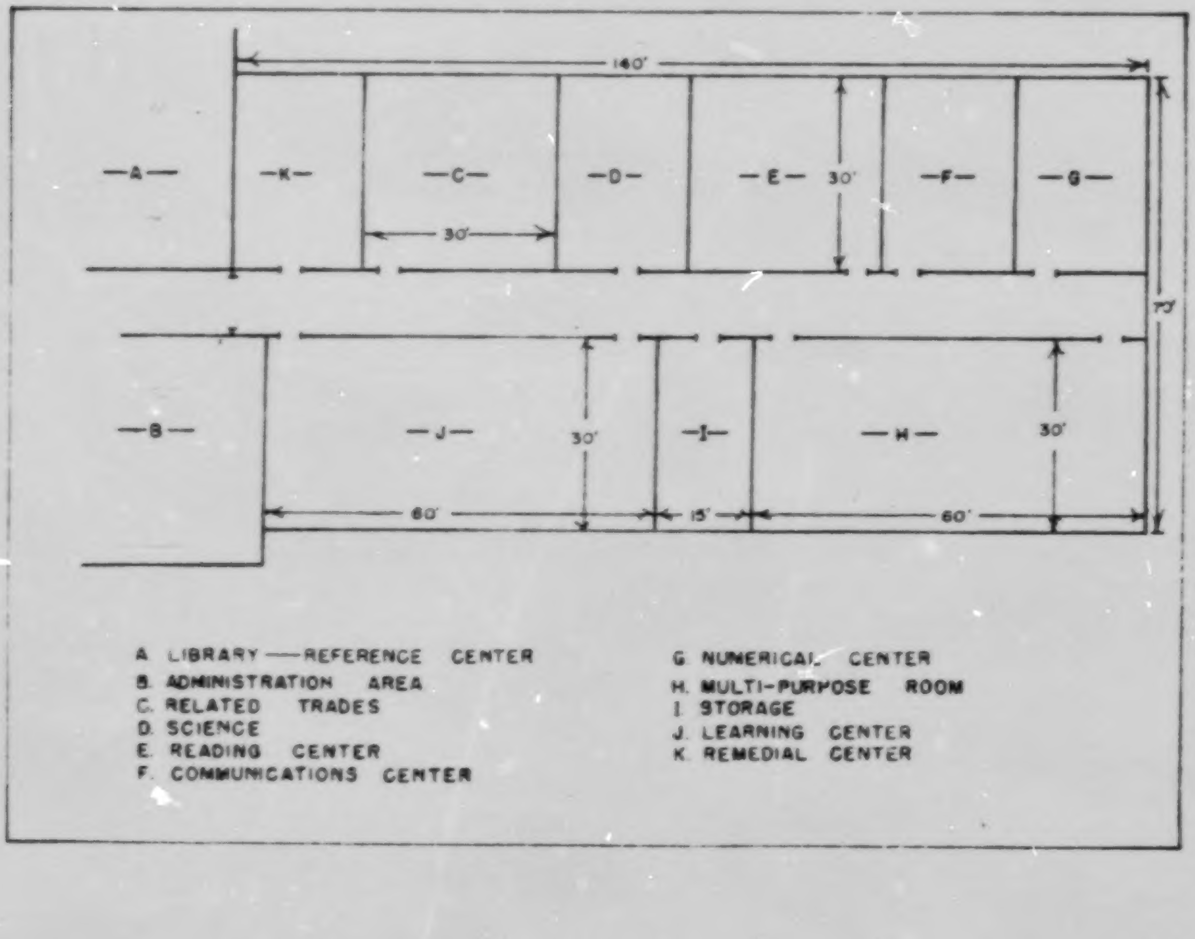

140'
—A—
—K—
—C—
—D—
—E—
30'
—F—
—G—
30'
70'
—B—
—J—
30'
—I—
—H—
30'
60'
15'
60'
A. LIBRARY — REFERENCE CENTER
B. ADMINISTRATION AREA
C. RELATED TRADES
D. SCIENCE
E. READING CENTER
F. COMMUNICATIONS CENTER
G. NUMERICAL CENTER
H. MULTI-PURPOSE ROOM
I. STORAGE
J. LEARNING CENTER
K. REMEDIAL CENTER

Figure 2. Classroom and Learning Center Area. Design A.

Figure 2 shows a plant design which will accommodate approximately 150 students during any one period. Students would be programmed from subject specialty centers to the learning center for individual work. Following is an illustration of how the correctional education program would function with this facility design (Gilbert, 1970):

> A new student reporting for school would be evaluated as to his own weaknesses and strengths. Based on this evaluation he would receive a schedule which may include a single, all, or a partial number of subject specialty centers. The schedule may read: Communications, 8:00 - 9:30 A.M., MWF: Mathematics,9:30 - 10:00 A.M., MWF: Reading, 10:30 - 11:45 A.M., M-F; Social Studies, 8:00 - 9:00 A.M., TTh; Related Trades, 9:00 - 10:00 A.M., TTh; and Science, 10:00 - 11:45 A.M.,TTh. The student would then report to each area according to his schedule. Instructors in each subject specialty center would program students according to individual needs. It may be that half the students (perhaps fifteen) could be working on individualized programmed instructions. These students would report to the learning center taking their program needs and assignments. These students would not require intensive individual staff assistance. The other fifteen students remaining in the subject specialty area would have the teacher working with them on individual and small group basis depending on student requirements (pp. 199-200).

Figure 3 provides a plant which reverses the method of programming students described for the facility in Figure 2.

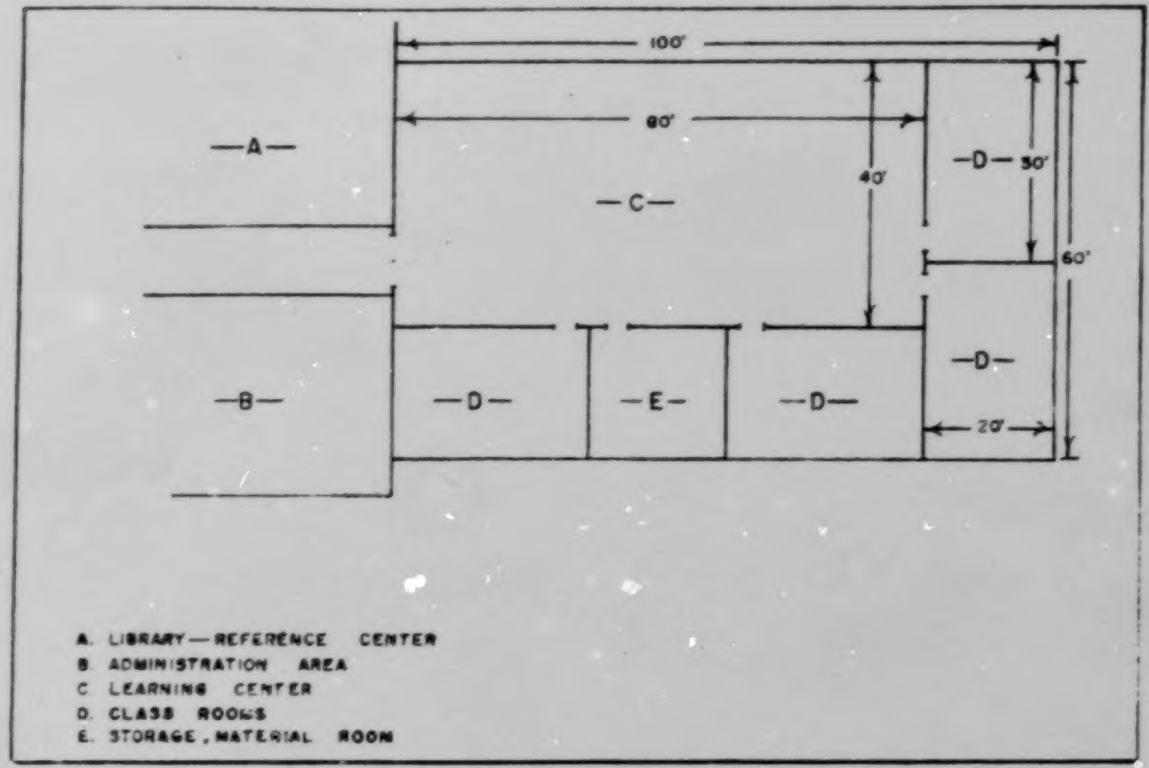


Figure 3. Classroom and Learning Center Area. Design B.

Gilbert (1970) describes the way the facility in Figure 3 works:

> The student is programmed in the learning center and then to the classroom as his need for teacher assistance occurs. If several students are having difficulty with a similar problem using individualized materials, then a more formal teacher-directed class period is scheduled in one of the side rooms. Learning center staff would have complete flexibility in scheduling these classes as student requirements dictate (p. 200).

Gilbert (1970) recommends using the design in Figure 3 when the number of learners is less than 80 during any one scheduling period. The number of master teachers is reduced when the Figure 3 design is used. The design shown in Figure 2 would encourage more selectivity in programming individual students and would allow a wider variety of materials and approaches to assist in the learning tasks.

Gilbert (1970) has illustrated arrangements for furniture in a learning center. Figure 4 is representative of a learning center which would be desirable for the building complex shown in Figure 1.

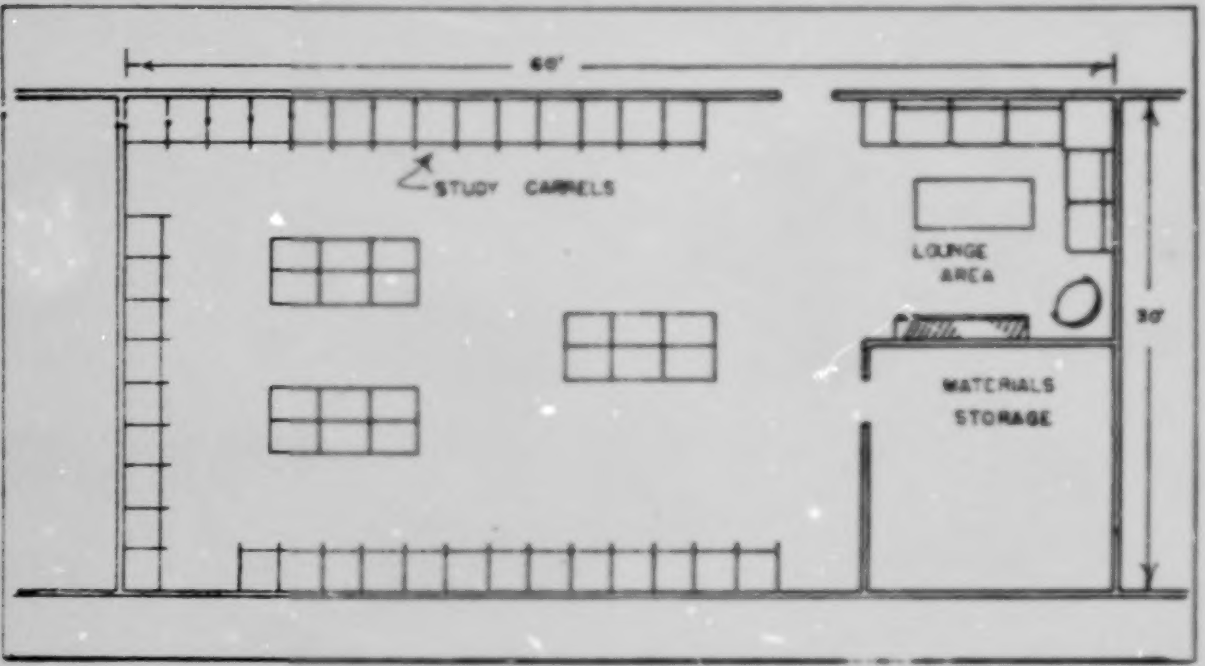


Figure 4. Learning Center. Design A.

A characteristic of the design shown in Figure 4 is that study carrels are located on outside walls, with room for storage of materials near the room entry and a small lobby area which learners may use for relaxing or when waiting for instructions.

Figure 5 (Gilbert, 1970) shows a learning center compatible for use with the plan design in Figure 3. In the design shown in Figure 5, areas are designated for specific programs.

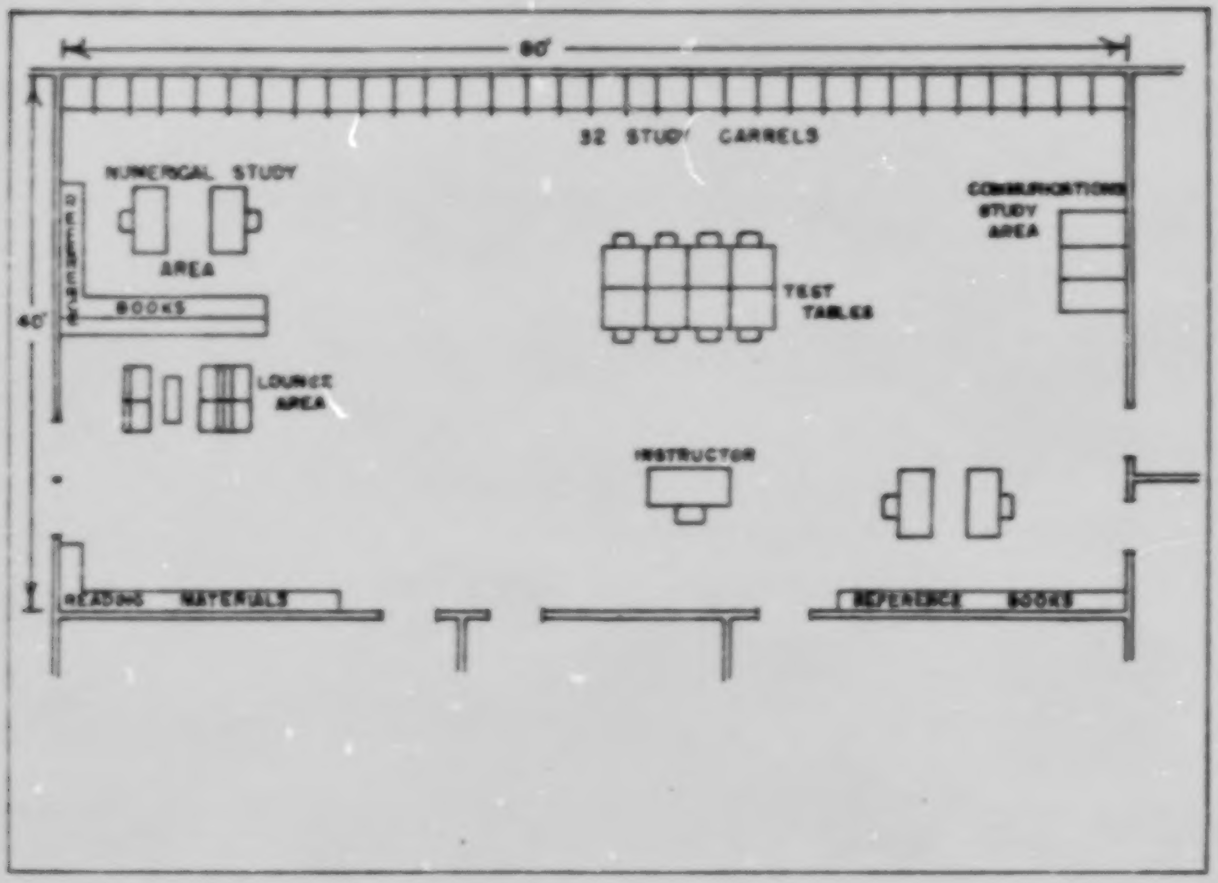

80'
32 STUDY CARRELS
NUMERICAL STUDY
AREA
REFERENCE
BOOKS
40'
LOUNGE AREA
TEST TABLES
COMMUNICATIONS STUDY AREA
INSTRUCTOR
READING MATERIALS
REFERENCE BOOKS

Figure 5. Learning Center. Design B.

A typical subject specialty classroom is shown in Figure 6 (Gilbert, 1970).

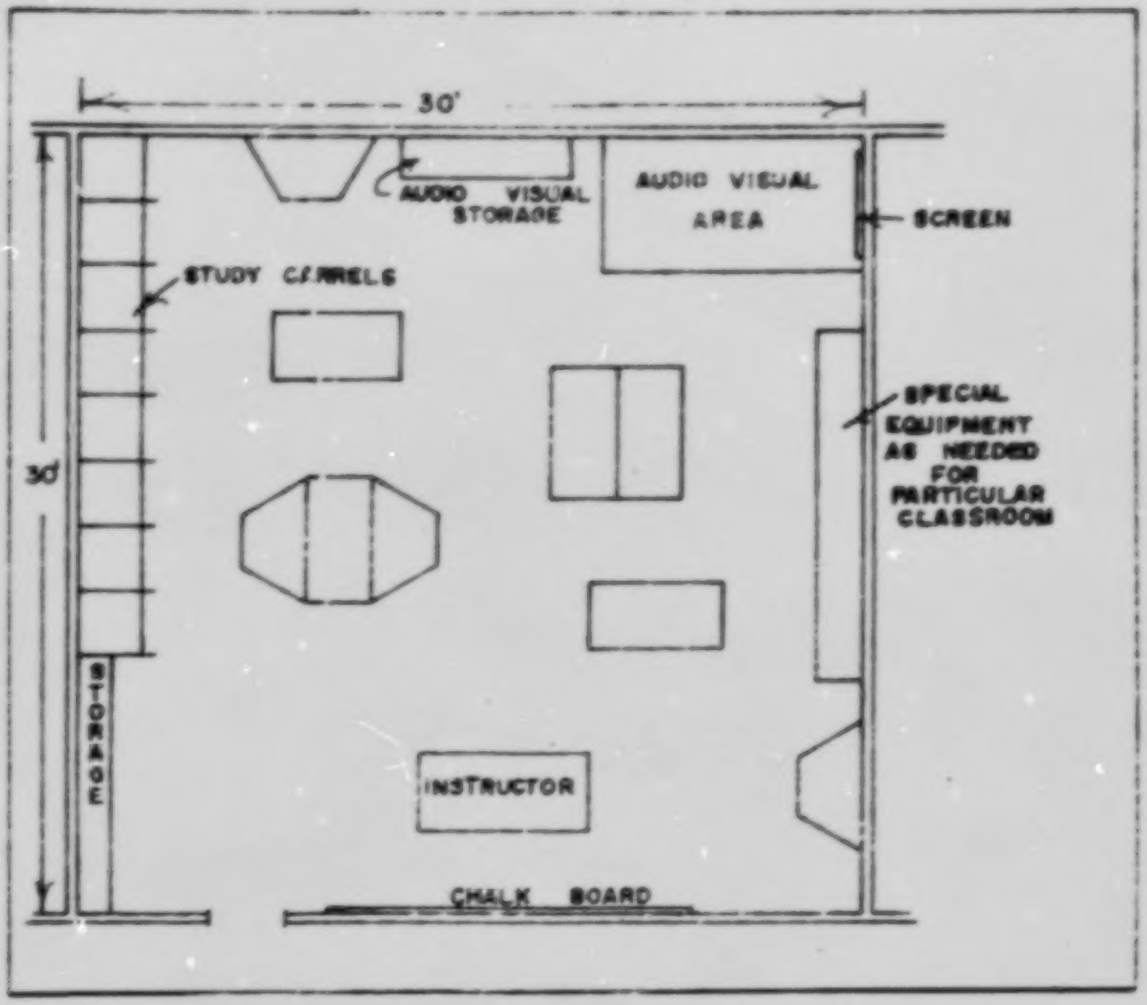
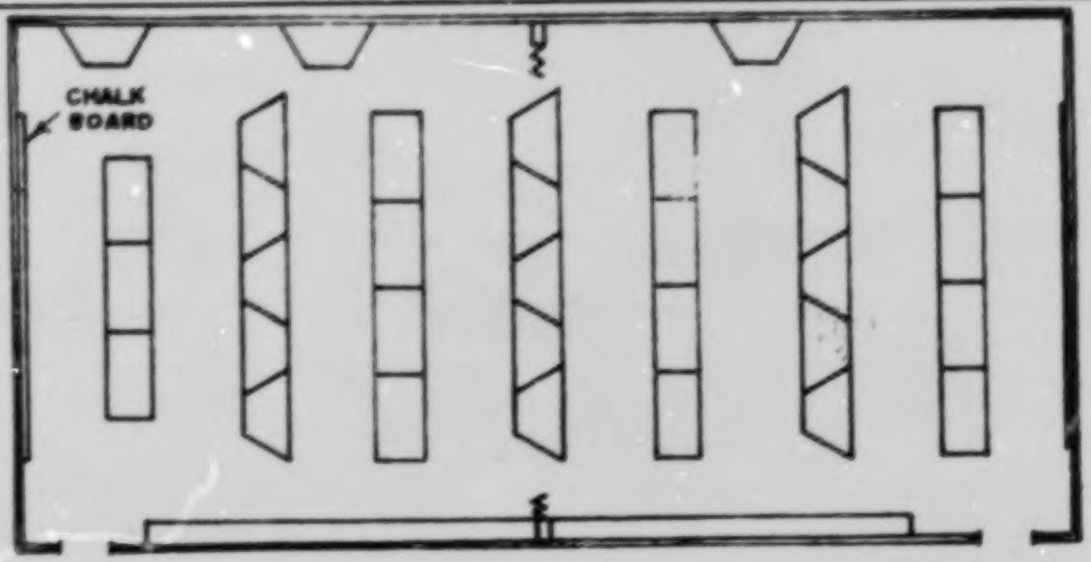

30'
AUDIO VISUAL
STORAGE
AUDIO VISUAL
AREA
SCREEN
STUDY CARRELS
SPECIAL
EQUIPMENT
AS NEEDED
FOR
PARTICULAR
CLASSROOM
30'
STORAGE
INSTRUCTOR
CHALK BOARD

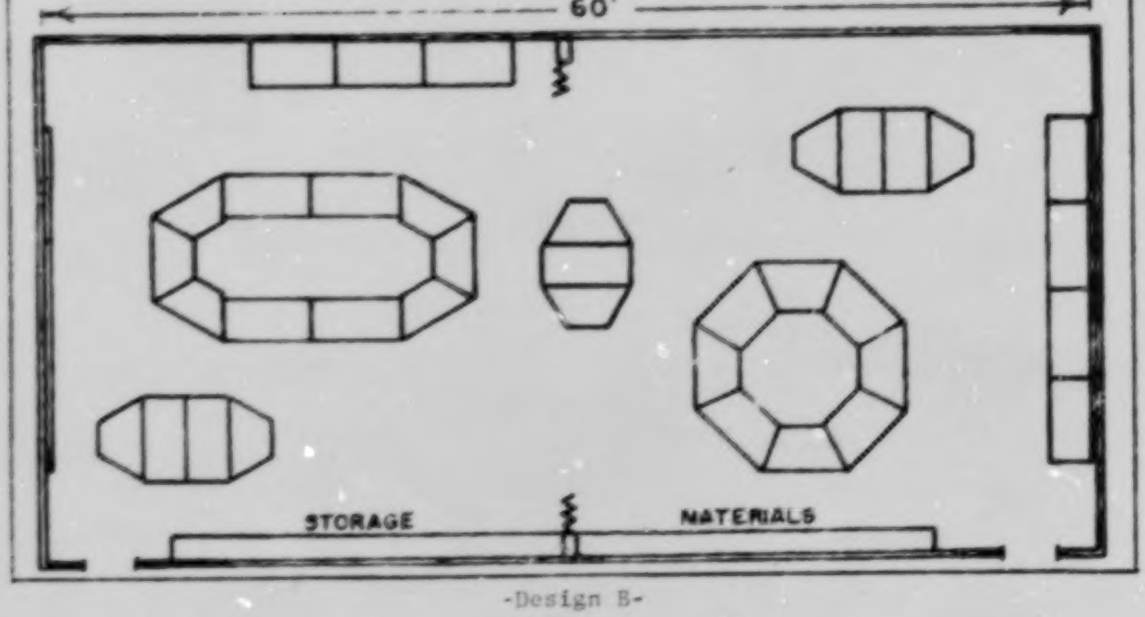
Figure 6. Classroom.

The classroom is designed for multi-instructional methods, and learners can be arranged in small groups, individually, or as one large group. Thirty square feet per student are needed to provide this flexibility, and a shape which is more square than rectangular provides additional flexibility. Gilbert (1970) recommends against "furniture which cannot be rearranged and serve a multi-use (p. 201)." This means individual arm chairs with a small surface for writing purposes should be avoided.

A large room where sixty or more individuals can be seated at one time is essential for testing, mass instructions, film showing, or guest lectures. Figure 7 (Gilbert, 1970) shows two different furniture arrangements using the same furniture. With one arrangement all individuals can be directed to one activity, and in the other small group activities are possible.



-Design A-



-Design B-

Figure 7. Multi-Purpose Room.

Figure 8 (Gilbert, 1970) gives a general plan for an open laboratory library-reference center.

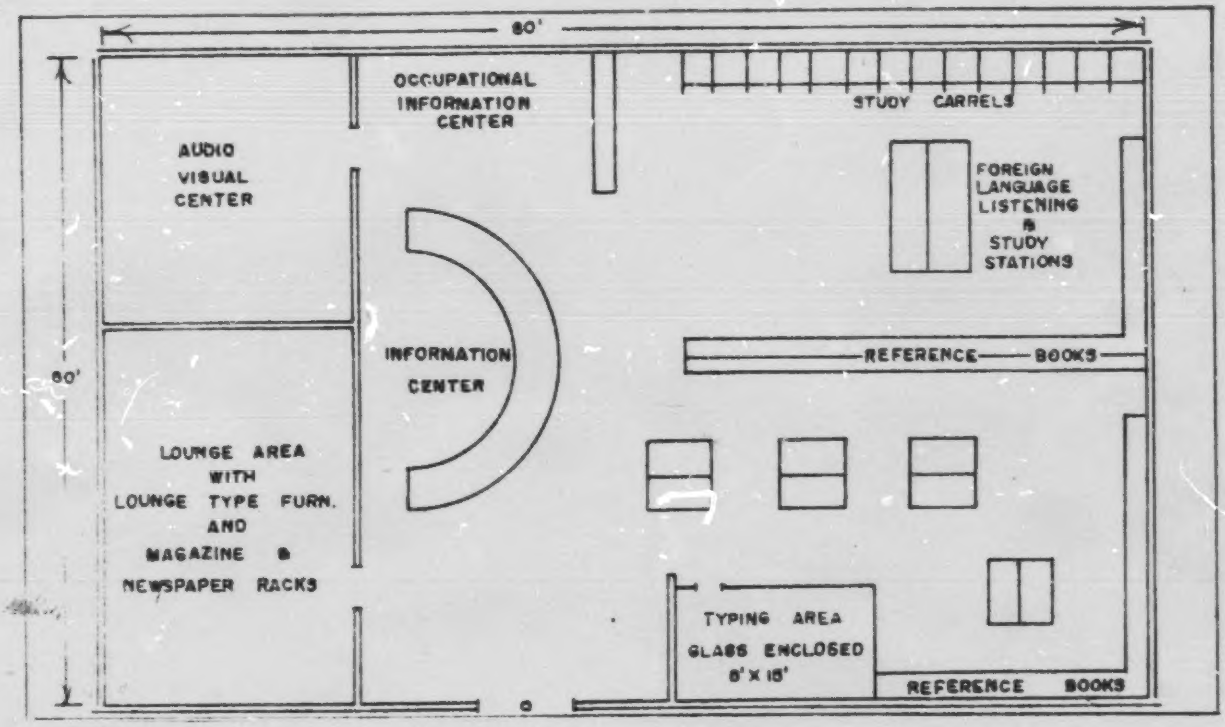

80'
80'
AUDIO VISUAL CENTER
OCCUPATIONAL INFORMATION CENTER
STUDY CARRELS
FOREIGN LANGUAGE LISTENING & STUDY STATIONS
INFORMATION CENTER
REFERENCE BOOKS
LOUNGE AREA WITH LOUNGE TYPE FURN. AND MAGAZINE & NEWSPAPER RACKS
TYPING AREA GLASS ENCLOSED 8' X 15'
REFERENCE BOOKS

Figure 8. Library-Reference Center.

Open laboratories are used by learners during unscheduled periods. The laboratory may be used for relaxing, reading a novel, studying a foreign language, researching for particular information, or listening and viewing audio-visual aids. The open laboratory is divided into several areas. The subjects suggested by Gilbert (1970) in Figure 8 only represent a possible subject area plan. Selection would have to be made on the basis of population and needs in each institution.

Figure 9 (Gilbert, 1970) presents the relationships and locations of various sections of a basic education plant in the correctional setting.

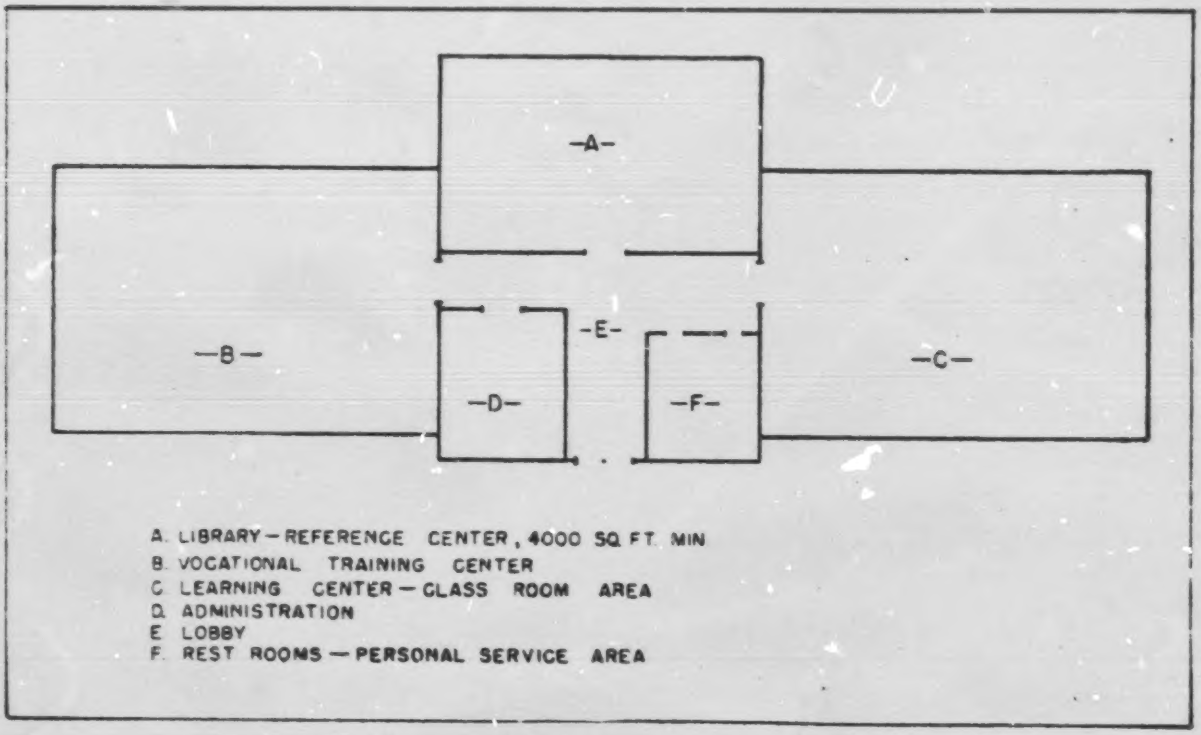

-A-
-B-
-C-
-D-
-E-
-F-
A. LIBRARY—REFERENCE CENTER, 4000 SQ FT MIN
B. VOCATIONAL TRAINING CENTER
C. LEARNING CENTER—CLASS ROOM AREA
D. ADMINISTRATION
E. LOBBY
F. REST ROOMS—PERSONAL SERVICE AREA

Figure 9. Correctional Education--Training Plant Design.

In Figure 9 it can be seen that it is important to locate different areas adjacent to each other. Administrative offices, library-reference center, maintenance, and personnel service areas should be centrally located. Classrooms and learning center, as well as vocational training area, should be out of the main line of traffic but not isolated.

No one layout can satisfy all purposes. The size and dimension of instructional space must conform to changing emphasis in the educational program. If the decision is made to incorporate extensive individualized study programs, space must be designed to support the need. Additional space must be made available for teachers so that conferences can be conducted with a minimum of interference from outside elements. If large group instruction is to be part of the program, space must be allocated based on number of learners and program requirements. Whenever feasible, an architect should be consulted in developing plans for the physical plant.

Storage Requirements. As a system moves to greater use of hardware and software, it is important to provide an efficient storage and retrieval system. Separate rooms may be set up for storage and production devices, or these units can be built into the individual classroom structure. The latter course might ultimately limit the function of the room.

Physical Climate. Since correctional institutions operate the educational system on a fifty-two week basis, thought must be given to ventilating and air-conditioning the plant. Traditionally, the only consideration was for heating. Now it is important to think in terms of climatizing the area in which the educational endeavors will be concentrated.

Lighting. With the multiplicity of visual aids and related hardware in use in an educational program and their accompanying degrees of lighting requirements, consideration on a professional level must be given to the design of lighting conditions, including multiple outlets for audio-visual equipment.

Acoustics. The move to multiple approaches in education forces attention to the need for directing and reducing sound. Studies show sound to be directional and highly affected by room shapes and texture of materials. Room dividers used in flexible programs sometimes cause problems due to lack of quality sound-proofing construction. They become more a visual barrier than a sound barrier between program areas.

Color. The very texture of materials used in physical construction of an educational area has a direct bearing on color and light refraction. Choosing colors to reduce monotony and establish pleasing contrast requires professional assistance.

In the delivery system model, the plan for the physical facility needed for carrying out the instructional program will be presented in (6.1.3) DESIGN/CONSTRUCT/MODIFY FACILITIES. This will be accomplished by listing criteria and providing space for checking to see if facilities are adequate to implement the program. If possible, a detailed blueprint for a new or modified facility should be included. A description should be included outlining the plan for insuring continuing support from management when modifications in facility are needed to implement a program.

RECRUIT/SELECT/TRAIN STAFF (6.1.4)

Recruitment is a process of purposefully and systematically seeking to enlist fresh supplies of personnel for a given agency, institution, or organization. Selection is the process of choosing particular individuals from among those potentially available for specified assignments on the basis of defined criteria. Training is the process of preparing workers to do their jobs well by developing skills for effective work, knowledge for intelligent action, and attitudes of enthusiastic motivation. Training not only increases production but also increases self-confidence and improves morale.

Recruitment, selection, and training of staff are important, since the efficiency of system operation depends on the availability of qualified staff. This is a critical function in the system. If there is a malfunction in the staffing element, adjustment is required. This is shown in the flowchart model (Supplementary Figure) by the Ⓕ from (7.3) to (6.1).

In supporting the development, implementation, and evaluation of a learning program, the correctional administrator has no more important function than the recruiting, selecting, and training of the staff who will instruct in the program. A carefully specified system of recruitment should be established to insure that the best available persons are attracted to the institution or agency, and a planned procedure for selection from among those available should be instituted in order to have the best possible person for fulfilling a specified function in the system operation. Pre-service and in-service training must be provided on a continuing, systematic basis both as a means of giving the individuals opportunity for professional growth and development and of contributing to the improvement of the correctional system.

The subsystem is made up of three parts: RECRUIT STAFF (6.1.4.1), SELECT STAFF (6.1.4.2), and TRAIN STAFF (6.1.4.3). In the delivery system model, subsystem RECRUIT/SELECT/TRAIN STAFF (6.1.4) is accomplished by giving a brief statement of the meaning of the subsystem and its importance. This is followed by detailed attention to each element.

RECRUIT STAFF (6.1.4.1). The process of recruiting staff is implemented in planned activities to attract qualified individuals, adding to the human resources supporting the system operation. Procedures for the recruitment of staff generally are established by law, civil service regulations, or rules of a governing board of a contracting agency. The manager should be thoroughly familiar with the procedures governing recruitment in the specific situation and be aware of the degree of flexibility that the regulations allow. Within the limitations prescribed by existing rules and regulations, the manager should employ a planned strategy for recruiting the kinds of persons that will contribute to the system operation. Recruitment demands a well considered procedure. Questions which should be asked in developing a recruitment plan are:

1. Are instructors available within or outside the regular staff to implement an instructional program?

2. Is the salary schedule adequate to attract qualified staff?

3. Are opportunities for in-service training available to attract qualified staff?

4. Are opportunities for in-service training available to prepare teachers for implementing the program?

5. Are staffing plans feasible?

Attending to these questions and implementing an objective recruitment procedure will do much to insure that the best possible persons are identified for the positions in the instructional program.

In the delivery system model, the subsystem RECRUIT STAFF (6.1.4.1) is accomplished by stating the regulations governing recruitment and describing the procedures to be employed in seeking to attract qualified staff. The recruitment plan should provide information on salary, training, and feasibility.

SELECT STAFF (6.1.4.2). The process of selecting staff involves the planned activities carried out for the sole purpose of choosing individuals for positions related to implementation of the instructional program. Just as the recruitment procedure must be carefully thought out and established before recruiting begins, so must the procedure for selection of staff be carefully determined. The most important decision to be made is on what basis the teacher or staff person is to be chosen. The criteria for selection must be stated in performance terms. The criteria for selection of the teacher can be established by referring to characteristics of effective teachers in correctional settings. These same criteria may be adapted for selection of other personnel involved in the instructional program.

The teacher must possess positive characteristics, must genuinely like people, and must be competent and highly enthusiastic about teaching. Teachers must be optimistic about the potential for success of the learners, be able to infuse learners with this optimism, be flexible and able to adopt new teaching tools quickly, and be able to change techniques as learner interest in a specific area or learning experience rises or falls. Teachers must have patience and be understanding of the learners, most of whom will be sensitive about their shortcomings; teachers must be creative, since adult basic education learners lose interest quickly; and also must be supersensitive to the learning and personal needs of the learners and able to move quickly to meet these needs as they arise. He/she must be a well adjusted individual who can serve as a positive model for the learners to emulate; and must be knowledgeable in the subject areas of an adult learning center. The adult in a self-taught learning experience needs personal assistance. Peoples (n.d.) defines the role of teacher as that of a tutor, who brings the learner together with the materials to be studied, and serves as a stimulator of learning to: (1) assist the student in setting a learning pace and maintaining a manageable level of intensity; and (2) provide recognition of the student's previous learning experience.

The Learning Center Specialist should be sensitive to adult students' educational needs, and have insight to understand overt behavior. A background in education, learning theory, and instructional materials is needed. The Learning Center Specialist must possess the skills of an educational leader, and must be offered the opportunity for training to equip him/her with these skills.

In addition to considering the characteristics of effective teachers in correctional settings, the manager can utilize a checklist of criteria against which each person recruited is evaluated in the selection process. These criteria might include the following:

1. Has views which are in sympathy and harmony with objectives and philosophy of the instructional assignment.

2. Has favorable attitudes toward change and self-improvement through in-service training.

3. Has desirable qualities which can be imitated by the learners.

4. Has an interest in individual learners and their ideas.

5. Has willingness to work with learners in co-curricular activities.

6. Has willingness to assist learners with special needs.

7. Has wholesome avocational interests.

8. Has willingness and ability to work with others.

9. Has educational and work experiences required.

In selecting staff, it is imperative that the basis for selection be known. Objective criteria must be stated and each candidate measured against them.

In considering the function of staff selection, Hilfiker (1972) takes the stand that the most important qualifications to consider in selection of the education staff are: knowledge of the subject matter; skills; teaching techniques; ability to adjust subject matter and instruction to adult differences; ability to communicate with the resident; and a broad concept of the whole adult education program and its relation to the institution. The education program will reflect the skills of the personnel who are conducting the program, and the teacher is the dominant factor in determining the image of their program.

Hilfiker (1972) noted that personnel for the teaching staff can be obtained from many sources, such as existing institution staff, institution population, public and private schools, trades, business, volunteers, student teachers, and from other correctional institutions.

In the delivery system model, the criteria for selection should be given and the selection process described in (6.1.4.2) SELECT STAFF. This might be accomplished by including an applicant rating sheet to be used in the interview situation, or in recording the results of evaluating the applicant file.

TRAIN STAFF (6.1.4.3). The process of conducting staff training is accomplished by providing on a continuing basis a planned, systematic program for orienting staff to the system and upgrading them by increasing and improving their knowledge, skills, and attitudes. Staff training is conducted at two levels: pre-service, when the new staff member is just beginning on the job; and in-service, which is continuous for the time the staff member remains on the job.

The staff training is one of the most important functions of management. The total beneficial effect of good recruitment and selection of staff cannot be felt in the development, implementation, and evaluation of the learning program unless new staff members are trained and incumbents are provided opportunity for professional growth. The training of staff is closely related to the success or failure of the learning situation. Staff training is provided as a management support function to constantly improve the instructional program. Any good training program will be based upon research into probable or apparent weaknesses of the staff, development of instructional units to meet those weaknesses, implementation of regularly scheduled, well planned, carefully conducted training sessions, and evaluation by those involved. Properly used, training will be a source of staff vitality, innovation, and effectiveness. Training programs can standardize work methods, reduce required supervision, lower turnover rate, and increase job interest. Staff constitute human resources, and every effort should be made to maximize utilization of these resources and their contribution to the program.

In the delivery system model, TRAIN STAFF (6.1.4.3) is accomplished by describing the importance of staff training, and outlining plans for pre-service (6.1.4.3.1) and in-service (6.1.4.3.2) training programs.

CONDUCT PRE-SERVICE TRAINING (6.1.4.3.1). Pre-service training is accomplished by a planned program of activities designed to orient the new employee and prepare him/her with knowledge, skills, and attitudes requisite for effective performance in the position for which he/she was employed.

Before any program of pre-service training is attempted, educational managers should consider carefully the prerequisites that a new staff member should satisfy before being allowed to assume responsibilities of the new job. Minimum prerequisites which should be satisfied in any setting include the following:

1. Knowledge of the institutional setting. The new employee should be familiar with the place where he/she works and should have some idea about the department functions, the institutional routine, and the instructional role.

2. Knowledge of policies and procedures. The new employee should know the rules and regulations of the bureau, department, institution, and division; should know the forms used, general schedules, and administrative procedures followed in the institution; and should be made completely familiar with forms he/she will be expected to use and the procedures he/she will be expected to follow. There is nothing more devastating to morale than to impose chastisement either directly or through implication on an employee for failing to use a proper form or failure to go through some esoteric set of administrative channels, when the individual knew nothing about the forms or channels.

3. Knowledge of the adult basic education in corrections system. The new employee should know the philosophy of the institution, the department, and the immediate supervisor; the differences and similarities between correctional and public education; the meaning of adult basic education; the goals of adult basic education in corrections, the subgoals reflecting the institutional goals, and the management objectives; the management plan for the adult basic education in corrections system; and the elements which make up the instructional program and the plan for program evaluation. The objective of pre-service training should not be detailed knowledge which can only be gained over time, but, rather, it should be familiarity with the basic information needed for working in the institutional setting.

In the delivery system model, the function CONDUCT PRE-SERVICE TRAINING (6.1.4.3.1) is accomplished by including a syllabus outline for a pre-service training program. Identify units to be included, and describe procedures for developing the units and the plan for evaluating the program. Evaluation of the program should include evaluation of the new staff member.

CONDUCT IN-SERVICE TRAINING (6.1.4.3.2). The process of providing in-service training involves the continuing provision for short-term educational experiences of incumbents, aimed at contributing to professional growth and development and improvement of the instructional program. The areas emphasized in pre-service training must be updated or amplified from time to time. However, in-service training should concentrate more on the instructional program and the development of knowledge, skills, and attitudes to achieve continuing improvement in the program development and implementation. This support function offers the educational manager the opportunity to confront in a constructive way the problems encountered by instructors in developing, implementing, and evaluating the program. Training must be organized. The objectives of each training session must be defined, and the procedures for accomplishing these objectives described in detail. In-service training must be evaluated.

It is important to determine deficiencies in order to be sure that the training program makes a concerted effort to overcome these deficits. Techniques which can be employed to accomplish in-service training are: discussion groups, seminars, lectures, brainstorming, workshops. The subject matter for in-service training could be drawn from the system model. Each of the elements in the model should be mastered by the employee. It is critical that each person have a thorough understanding of adult basic education, corrections, and systems approach.

In the delivery system model, the function CONDUCT IN-SERVICE TRAINING (6.1.4.3.2) is accomplished by describing a program of training for incumbent employees. Include units, objectives, methods, time schedule, and evaluation.

SCHEDULE TIME (6.1.5)

Scheduling time is the process of deciding which part and how much of the day is to be devoted to educational activities each week.

It is important to make time available for adult basic education and to provide a system which insures that learners can be available at the time the adult basic education program is offered. When instructional programs based on behavioral objectives are being scheduled, certain variables must be considered:

1. differing ability and experience backgrounds of learners entering the program;

2. different rates of learner advancement in the curriculum, and

3. differing types of instruction required by different individuals.

Learners, teachers, facilities, and institutional demands are controlling factors in scheduling. The aim should be to support attainment of the adult basic education in corrections goals with the most efficient use of facilities and staff possible. The manager should consider the following in implementing the function, SCHEDULE TIME (6.1.5):

1. general aims of the institution
2. program objectives
3. state and federal requirements
4. governing body requirements
5. facility and work utilization
6. learner population
7. instructional staff
8. unique institutional or corrections factors
    a. feeding
    b. counts
    c. work assignments
    d. securing and controlling constraints
9. alternative schedules
    a. modules
    b. flexibility
10. transportation

Based on consideration of these factors, the manager can make a scheduling decision to maximize benefits to staff, learners, and instructional program.

In a delivery system model, the plan for determining time schedules should be explained, and actual time schedules for staff and learners by program will be given in (6.1.5) SCHEDULE TIME. The schedule should allow for full utilization of institutional and community resources.

COORDINATE INSTITUTIONAL AND COMMUNITY RESOURCES (6.1.6)

The process of coordinating institutional and community resources involves placing the elements in the institution operation and those in the outside environment in relation to each other in order to implement the total system of which they are a part. This means identifying resources in the institution and the community, determining the ways in which these resources can be related to optimize operation of the adult basic education in corrections system, and operationalizing the relationships.

A major source of help to the manager is to be found within the institution. Many members of the institution staff not assigned to the adult basic education program have the capabilities of offering skills and knowledge to enhance, supplement, and enrich the program. Beyond the institution, the community provides another vast source of support. The correctional administrator must coordinate these two resources and bring them into the program in the most effective way possible. One of the most important functions of the administrator is to obtain and maintain support for the program from the free world community.

The subsystem, COORDINATE INSTITUTIONAL AND COMMUNITY RESOURCES (6.1.6), consists of two parts: COORDINATE INSTITUTIONAL RESOURCES (6.1.6.1), and COORDINATE COMMUNITY RESOURCES (6.1.6.2). In the delivery system, the subsystem, COORDINATE INSTITUTIONAL AND COMMUNITY RESOURCES (6.1.6) is accomplished by describing the importance of this management function, identifying institutional resources and community resources, and describing how they are to be used.

COORDINATE INSTITUTIONAL RESOURCES (6.1.6.1). The process of coordinating institutional resources involves identifying elements in the institution which can be used to facilitate accomplishment of the system goals, and developing a plan for maximizing utilization of these resources.

The institution offers not only aid in the form of individuals with specialized skills and knowledge, but also equipment, extra funds, and special programs which can be used as a part of or supplement to the adult basic education in corrections program. The alert manager will make a concerted, organized effort to utilize these resources to the maximum. Mechanical and food services can serve as an opportunity to relate occupational skills and concepts to real-life work-world. Administrative offices can provide an opportunity for relating office concepts and skills to a real-life situation. Prison industry and farm operations can contribute to the adult basic education program by serving as learning laboratories, inculcating attitudes as well as developing skills and knowledge. Medical, dental, psychological, psychiatric, therapy, and religious services can contribute to the program by providing learning opportunities and supporting the program goals in relationships with the offenders. A major aim of the administrator should be to make the adult basic education in corrections program one in which each element in the corrections system is involved and contributing to the goals.

In the delivery system model, the subsystem, COORDINATE INSTITUTIONAL RESOURCES (6.1.6.1), is accomplished by listing resources in the institution and describing the plan for utilizing the institutional resources to support the instructional program.

COORDINATE COMMUNITY RESOURCES (6.1.6.2). The process of coordinating community resources involves identifying elements in the extra-institutional environment which can be used to facilitate accomplishment of the system goals, and developing a plan for maximizing utilization of these resources.

The community offers a resource of great magnitude to the correctional administrator in supporting an instructional program. Many citizens and organizations are willing, even eager, to help if only the opportunity is presented. The manager must coordinate all efforts. One way to obtain community support is through a concerted plan of personal appearances by the manager, staff, and offenders before civic groups, schools, and organizations. These appearances should be designed to make the community aware of the needs of the program and the opportunities for community contribution. A publicity program and direct personal contact are indispensable to maximizing utilization of community resources. The plan to use community resources should be predicated on knowledge of what is available. Maddox (1970) lists the following community resources which can contribute to the adult basic education in corrections program:

1. Local school systems. These can give advice on modern media and their utilization. Part-time teachers may be obtained through this source. Offenders may be enrolled in local adult educational classes. Institutional classes may be made a branch of the local school, then certificates and diplomas can be issued by the local school system. This creates motivation which is badly needed in the correctional setting.

2. Colleges and universities. Offenders can attend local colleges on study release. College staff members can give advice on latest techniques in adult education. They can assist in developing and evaluating curriculum. Research projects can be conducted which will help to improve the instructional qualities of the school.

3. State departments of education. Support for programs of adult basic education in correctional institutions is available through block grants to states under the Adult Education Act. Advice, consultation and materials are provided.

4. U.S. Office of Education. Funds are provided through state departments of education for the training of teachers of adult basic education and support of special demonstration projects. This agency is a valuable resource for information, research, and instructional packages.

5. The Manpower Development Training Administration. This organization assists adult basic education in corrections and vocational programs by giving advice and assistance in developing programs. Local or district Manpower Development Training Administration officers can provide assistance. Training programs are supported.

6. Veterans Administration. Assistance can be obtained for individual offenders. Payment for particular courses or classes can be obtained. Funds required to meet expenses at a local educational facility can be obtained. The local Veterans Administration should be contacted for further information.

7. Vocational Rehabilitation Administration. Counselors and testing experts are available to assist offenders in planning for release.

8. Local Civil Defense. Free and interesting curriculum materials can be obtained.

9. Cooperative Extension Service. This service will provide speakers, instructional materials, and demonstrations. The material is interesting, written on an adult level, and utilizes a low vocabulary.

10. Industry. Local and national offices of industries can furnish evaluation standards for vocational programs. Speakers will be furnished who emphasize the need for education. Free materials are available.

11. Labor unions. Selected members can act on the advisory council. Their education officers can advise the teachers in the adult basic education program regarding vocational materials which can be utilized in the classroom to make classes more interesting.

12. Law Enforcement Assistance Administration. This agency provides funds for staff training and program development.

13. State departments of corrections. Support is provided for education and training in correctional institutions.

The importance of the function of coordinating institutional and community resources has been noted by Hilfiker (1972):

> Many education programs in the correctional setting, due to restrictions and limitations of budgets and equipment, must rely on other available sources for assistance. Educators should be cognizant of the available sources of institution residents, staff, retired personnel, civic organizations, labor, business, federal and state agencies, local and state wide school systems and other professional personnel to contribute their time and energy to the institution education program. Existing programs can be expanded and new exciting and dynamic beneficial programs developed if the community is made aware and sold on the needs of the program (p. 10).

In the delivery system model, the function COORDINATE COMMUNITY RESOURCES (6.1.6.3) is accomplished by listing the resources available in the community, and describing a plan for using these resources in the adult basic education program.

MAINTAIN CLIMATE FOR LEARNING (6.1.7)

The climate for learning is the motivational effect of the total environment on the learner deriving from the combined physical and psychological factors in the system. The total environment must be construed as the total setting, including the facility, equipment, staff, and offenders. Each of these elements contributes either by virtue of physical design or psychological impact on the environment, and together the elements determine whether or not the atmosphere is one which supports learning, and places education in a status position.

A positive climate for learning can obtain in a physical setting which is not the most desirable, if the attitudes of staff and offenders are supportive of educational pursuits. Conversely, if morale of staff and offenders is low, and education is not respected, the most modern facility possible will not, in and of itself, create a positive climate for learning. This is one of the most critical functions in the system. All of the other responsibilities of management for support of the adult basic education in corrections program will be of no avail unless the program exists in a climate that is conducive to learning. This climate can be developed and maintained. The responsibility for developing and maintaining a positive climate for learning rests on the shoulders of management. At the highest policy-making level there must be strong, tangible support for the adult basic education in corrections program, and firm commitment of the entire institutional staff to join in creating a positive climate. Staff roles should not be identified solely as treatment or custody, but, rather, must, by definition, be united under the banner of corrections if the challenge of correcting the offender's behavior is to be met. Gilbert (1970) calls attention to the relationship between psychological climate and physical plant facility:

> A factor which affects students and staff is the school environment. . . . A person's morale, well-being, and manner of working with others is influenced by his surroundings. This means space, facilities, and equipment must be adequate if the education program is to function at a high level of efficiency (p. 203).

This relationship is shown by the interacting signal path between climate (6.1.7) and facilities (6.1.3).

In noting that setting the tone is the first and greatest challenge that a manager should have if interested in effective education and training in an institutional setting, Hilfiker (1972) recommends that the educational staff be obligated to create an instructional tone that will communicate to the residents that the purpose of the staff is to help and not punish. "It should be the goal of every educator in the correctional setting to develop an environment that is conducive to learning and encourages the learner to reach his goals (Hilfiker, 1972, p. 12)."

In the delivery system model, the function MAINTAIN CLIMATE FOR LEARNING (6.1.7) is accomplished by describing a plan for producing and maintaining an atmosphere in the total environment which supports the adult basic education in corrections program and makes education a respected part of the total corrections system.

The function PROVIDE MANAGEMENT SUPPORT (6.1) is the liaison among the management subsystems ANALYZE REAL LIFE ENVIRONMENT (1.0), ESTABLISH PHILOSOPHY (2.0), ASSESS NEEDS (3.0), DEFINE SYSTEM GOALS, SUBGOALS, OBJECTIVES (4.0), FORMULATE PLAN (5.0), and EVALUATE SYSTEM (7.0), and the development, implementation, and evaluation of the instructional program (6.2), (6.3), and (6.4), respectively. This is one of the most critical functions in the total system operation, since the program can neither achieve optimum development, nor function at the desired level to implement system goals, without management support. Seven functions to be performed by management in support of the instructional program are identified: SURVEY/DISSEMINATE RELEVANT RESEARCH (6.1.1), ALLOCATE/EXPEND FUNDS (6.1.2), DESIGN/CONSTRUCT/MODIFY FACILITIES (6.1.3), RECRUIT/SELECT/TRAIN STAFF (6.1.4), SCHEDULE TIME (6.1.5), COORDINATE INSTITUTIONAL AND COMMUNITY RESOURCES (6.1.6), and MAINTAIN CLIMATE FOR LEARNING (6.1.7).

The critical nature of the management support function is shown by the signal paths which go from this function (6.1) to other functions, and the feedback which returns to management support. All management support functions are fed from (6.1) to both DEVELOP CURRICULUM (6.2) and IMPLEMENT PROGRAM (6.3). There is feedback from program evaluation (6.4) to management support (6.1), since the results of evaluation could have the effect of changing any or all of the management support functions. The management support function relates to program development (6.2), program implementation (6.3), and program evaluation (6.4). There is feedback from management support (6.1) to FORMULATE PLAN (5.0), since any action on the part of management in providing support could have the effect of changing the plan. This could have the effect of changing the mission, changing constraints or resources, or modifying the solution. There is a feedback from the system evaluation (7.0) to management support function (6.1), since the results of system evaluation can cause changes in management support. There is no more important function in the system that this subsystem, PROVIDE MANAGEMENT SUPPORT (6.1). If an instructional program of adult basic education in corrections is to be developed, implemented, and evaluated, there is a management function of support that must be performed. When the correctional administrator has performed that function, the development of program guides can begin, and the program can be implemented and evaluated. The relationship is a continuing one, with management support being on a continuous, rather than discrete, basis, so long as the system continues to operate. It is only when the system is eliminated that management support can cease. In essence, the withdrawal of management support has the effect of destruction for any system operation.

DEVELOP CURRICULUM (6.2)

The curriculum is defined as the totality of learning experiences and environments purposefully created/contrived for the sole purpose of bringing about desirable changes in the behaviors of a given population of learners. The curriculum is implemented in a defined setting, which includes the institutional environment and the extra-institutional environment serving the system. Analysis of the total curriculum in any correctional setting will reveal major content areas around which sets of experiences and environments are to be created. The total curriculum might include four discrete curricular areas: (1) self-realization; (2) economic efficiency (3) civic responsibility; and (4) social relationships. Each of these areas will be called a curriculum. There will be a self-realization curriculum, an economic efficiency curriculum, a civic responsibility curriculum, and a social relationships curriculum. Together, they will make up the adult basic education curriculum for a particular correctional setting. The curriculum is part of the program, which also includes personnel, learners, supplies, equipment, facilities, community resources, funds, time, and climate for learning. At each stage in development of the curriculum the learners must be considered. De Bow (1972) stated:

> The learner in a correctional setting is fundamentally there because he was incapable in some manner of communication with society and its regulations governing his life. Therefore, greatest consideration must be given to a total commitment in curriculum development in correctional settings so the individual receiving the learning process can, if at all possible, return to society and understand how he functions with life and how life functions with him (p. 11-12).

The curriculum is developed by (1) considering and describing each of the elements that go into making up a curriculum; and (2) producing curriculum guides for each area, incorporating in each the essential elements of a curriculum. The delivery system model describes each element in a curriculum and tells how to implement this element in a curriculum guide. The guides are produced as separate publications, by using the information and following the directions in the delivery system model.

The curriculum is the heart of the instructional process. It is essential to the success of the instructional program. Without a rational, logical, systematic way to organize learning experiences and environments in terms of assessed learner needs and defined objectives, any success in meeting the needs will be only by chance. The instructional process is a decision-making process. The curriculum is a model for optimizing decisions of teachers and instruction-related personnel regarding the organization, implementation, and assessment of instruction (Sybouts, 1972). Hill (1972) stresses the need for careful planning of the curriculum: Any adult basic education curriculum must be (1) sequential, (2) carefully articulated in an attempt to teach learners a coherent body of material, (3) designed to introduce learners to new concepts; and (4) aimed at the development of particular skills. Antell (1972) remarks on the importance of having a criterion-referenced curriculum, including goals and objectives, strategies for achieving the objectives, and methods of evaluation. The curriculum must describe what the learners will know or do and how they will feel, and conclude with a procedure for evaluating the extent to which the content and activities were effective in accomplishing these ends (Antell, 1972).

The subsystem DEVELOP CURRICULUM (6.2) consists of two parts: CONSIDER/DESCRIBE CURRICULUM ELEMENTS (6.2.1), and PRODUCE CURRICULUM GUIDES (6.2.2). In the delivery system model the subsystem DEVELOP CURRICULUM (6.2) is accomplished by describing what a curriculum is and telling the importance of this element in the instructional program. This is followed by the two subsystems, (6.2.1), in which the elements that make up a curriculum are considered and described; and (6.2.2) in which directions are given for producing separate curriculum guides.

CONSIDER/DESCRIBE CURRICULUM ELEMENTS (6.2.1)

There are five major elements, or components, which go into the making of a curriculum: (1) the set of principles deriving from theory and research that will guide the selection and creation of learning experiences and environments; (2) an instructional philosophy; (3) goals, subgoals, and objectives; (4) strategies for achieving the goals, subgoals, and objectives; and (5) measurement and evaluation procedures to determine learner needs and progress and curriculum effectiveness.

Each of these elements is an important part of the curriculum, and must be included in the development of the curriculum for any area, as well as in the total adult basic education curriculum.

The subsystem CONSIDER/DESCRIBE CURRICULUM ELEMENTS (6.2.1) is accomplished in the delivery system model by stating the five elements which will be included in the curriculum, and considering and describing each one.

CONSIDER/STATE RELEVANT RESEARCH PRINCIPLES (6.2.1.1). Relevant research principles refer to the conclusions which can be drawn from reported research on learning, social interaction, and human growth and development relating to the learners and learning situation in the particular correctional setting. This information is fed forward from (6.1.1) where, as a management support function, research was identified and results were reported. The information must be used at this time by those involved in the instructional process, for the specific purpose of designing meaningful instructional experiences and environments.

The research information is important to instruction, just as it is to management. In the instructional function, research serves the purpose of providing a basis for organizing learning systematically, rather than having learning occur, if at all, by chance.

In the delivery system model, the subsystem CONSIDER/STATE RELEVANT RESEARCH PRINCIPLES (6.2.1.1) is accomplished by synthesizing a list of relevant principles on learning, social interaction, and human growth and development, to guide in the creation of learning experiences and environments.

CONSIDER/STATE INSTRUCTIONAL PHILOSOPHY (6.2.1.2). The instructional philosophy is the statement of beliefs about the nature of and ultimate purpose of the learning experiences and environments created and contrived to bring about desirable changes in the learners. The individual philosophy includes the beliefs and truths held about the learners, the purpose and nature of instruction, and the roles and responsibilities of instructional staff.

The instructional philosophy is important since this set of beliefs provides the basis for establishing instructional objectives and determines the nature of experiences and environments which will be created to achieve these ends. At the management level the philosophy of corrections, the philosophy of the institution, and the overriding philosophy of adult basic education have been established (2.0). These philosophies serve to identify the ideal against which the real life situation described in (1.0) is compared and needs assessed (3.0). The philosophies established at management level in (2.0) determine the management subgoals and objectives defined in (4.0). In designing an adult basic education program, it is essential to know the purpose of the organization or institution for which the program is to be designed. Cleavinger (1972) lists the following aspects to be considered:

1. type of institution (youth, penitentiary);

2. age of offender;

3. type of offender, cultural background, level of skills;

4. philosophy of institution;

5. type of outside community;

6. philosophy of outside community;

7. philosophy of administration;

8. educational facilities; and

9. institutional budget.

The instructional philosophy established in (6.2.1.2) must be consistent with the general philosophy of corrections (2.2), the institution or agency philosophy (2.3), and the philosophy of adult basic education in corrections (2.4). This relationship is shown by the feedforward from (2.0) to (6.2.1.2). It is important that development of the instructional philosophy be accomplished by those who will be involved in the teaching-learning process. The instructional philosophy provides a basis for decisions involved in defining curriculum subgoals and objectives, and determining procedures for achieving these objectives.

In the delivery system model, subsystem CONSIDER/STATE INSTRUCTIONAL PHILOSOPHY (6.2.1.2) is accomplished by stating the philosophy of the total curriculum. This is the instructional philosophy. In each separate curriculum guide (6.2.2), a brief statement should be included to express the philosophy governing the particular topic area. There will be a philosophy to guide a self-realization curriculum; another philosophy for social relationship skills curriculum. For each curriculum area there is a set of beliefs about the nature, importance, and purpose of the curriculum, the rights and responsibilities of the learner in relationship to the particular curriculum area, and the role and responsibility of staff.

DEFINE INSTRUCTIONAL GOALS, SUBGOALS, OBJECTIVES (6.2.1.3). *Instructional goals* are statements of general intent, to be realized as a result of planned instructional intervention. The goals of instruction are the same as the goals of management: to make the individuals economically efficient, civically responsible, and capable of maintaining healthy social relationships and achieving self-realization.

Instructional subgoals are the general statements describing the *knowledge* to be acquired, the *skills* to be developed, the *attitudes* or feelings to be reinforced in order to implement the four broad goals of adult basic education in corrections. Subgoals are expressed in terms of *knowledge* or *understandings*, *skills*, and *attitudes* or *feelings*. In each curriculum area, each of the instructional goals will be implemented in three sets of subgoals: (1)*cognitive*, describing in general terms what the learner will know or understand in relation to the particular goals; (2) *affective*, describing how the learner will feel or the nature of the attitudes he will have in relation to a particular goals; and (3) *psychomotor*, describing what he will be able to do in relation to the particular goal. If the goal is for the learner to develop economic efficiency, there will be three sets of subgoals: (1) the *knowledge* or *understandings* that will be required in order for the person to be economically efficient, including knowledge for employability, money management, and related areas; (2) the *attitudes* and *feelings* required in order to be economically efficient, including work attitudes, work-oriented values, and feelings related to money management and work; and (3) the *psychomotor skills* required for economic efficiency, including job skills, decision-making skills, and problem-solving skills in relation to money management and career development. The Figure 10 worksheet can be used in arriving at a set of instructional subgoals. A set of subgoals can be developed using these worksheets for each of the four major goals.

GOAL: SELF REALIZATION

Subgoal	Content Area or Element
A. to develop *knowledge* about	1. 2. 3.
B. to develop *understanding* of	1. 2. 3.
C. to develop *skill* in	1. 2. 3.
D. to develop *values* of	1. 2. 3.
E. to develop healthy *attitudes* or *feelings* about	1. 2. 3.

Figure 10. Sample Worksheet for Developing Subgoals.

Instructional objectives are behaviorally stated outcomes of instruction describing the terminal behaviors of the learners following specified instructional intervention. The instructional objective is a behavioral objective which states the intended outcomes in terms of behaviors for a particular group of learners, following a specified set of learning experiences, under specified conditions, and at defined criterion levels. Mager (1962) defines an objective as an intent communicated by a statement describing a proposed change in a learner, a statement of what the learner is to be like when he/she has successfully completed a learning experience. The quality of behavioral objectives is determined by applying the SPAMO test (Ryan and Zeran, 1972). This quality test of the objective is an assessment of the extent to which the objective is (1) Specific, (2) Pertinent, (3) Attainable, (4) Measurable, and (5) Observable. These criteria must be satisfied, in order for the behavioral objective to be of the quality necessary for effective program development. The objectives stated in (4.2) are management objectives, and ordinarily will be in terms of programs. The objectives in (6.2.1.3) are instructional objectives, and specify *knowledges*, *skills*, and *attitudes* to be developed or acquired by the learners, as a result of prescribed learning experiences and environments. The management subgoals and objectives provide a framework for developing instructional goals and objectives.

The definition of instructional goals, subgoals, and objectives is important, since these statements of intended outcomes determine what is to be accomplished as a result of planned intervention, influence the nature of the learning experiences and environments provided to produce these ends, and provide the basis for evaluation of effectiveness of the curriculum. Without well-defined objectives there is no way to develop meaningful programs which will produce predictable outcomes. Without behaviorally-defined objectives, instruction functions by chance rather than design, and there is no way to achieve accountability. Devoting ample time and effort to the definition of instructional subgoals and objectives will pay great dividends in terms of saving time and improving instruction.

The subsystem DEFINE INSTRUCTIONAL GOALS, SUBGOALS, OBJECTIVES (6.2.1.3) is accomplished in the delivery system model by telling what goals, subgoals,and objectives are, in relation to instruction; and describing how to define these goals, subgoals, and objectives for instruction. In the delivery system model, state and define the goals, subgoals, and objectives of instruction. Provision should be made for continuous review and updating, as the subgoals and objectives change over time. In separate curriculum guides, produced in (6.2.2), the goals, subgoals, and objectives which are relevant to a particular curriculum area will be stated. This is shown by the signal path from (6.1) to (6.2). Additional subgoals and objectives may be added, as the need arises.

The delivery system model may not include an exhaustive list of subgoals and objectives. The process of curriculum development is a continuous one, and the delivery system provides the guidelines for continuing development of curriculum guides. The subgoals and objectives which are given in any delivery system model in all likelihood will relate to narrowly defined instructional needs which can be implemented in one or two curriculum guides. These subgoals and objectives can serve as examples as additional needs are identified, and implemented in subgoals and objectives in development of new curriculum guides.

The statement of goals, subgoals, and objectives in the delivery system model is accomplished by stating the four goals with their definitions, taken from subsystem (4.0). The flowchart model (Supplementary Figure) shows this relationship by a feedforward from (4.2) to (6.2.1.3). One goal is stated and defined, and the subgoals and objectives to implement that goal are defined before the second goal is stated and defined. This procedure is continued until the four goals have been stated, and subgoals and behavioral objectives of instruction given for those for which immediate needs have been identified. The statement of the four goals serves the purpose of making it possible at a later date to add subgoals and objectives if other needs of instruction are identified.

The following illustration of the way in which the goals, subgoals, and behavioral objectives for instruction are stated in the delivery system model implements the procedure for defining instructional goals, subgoals, and objectives described in the flowchart model (Supplementary Figure):

DEFINE SELF-REALIZATION GOAL, SUBGOALS, OBJECTIVES (6.2.1.3.1)

STATE SELF-REALIZATION GOAL (6.2.1.3.1.1)

Self-realization is the development of knowledge, skills, and attitudes-values to make the individual the person he is capable of becoming, with a heightened self-awareness, a realistic self-concept, a positive self-image, a realistic value system, and optimum achievement. This goal subsumes the development of communication and computational skills, acquisition of basic knowledge about health and leisure time, development of realistic value systems, and generation of feelings of self commensurate with potential abilities.

DEFINE SELF-REALIZATION INSTRUCTIONAL SUBGOAL (6.2.1.3.1.2)

For learners to acquire knowledge necessary to pass the English high school equivalency test.

DEFINE SELF-REALIZATION INSTRUCTIONAL OBJECTIVES (6.2.1.3.1.3)

1. Given the General Educational Development Test Battery, the learners will, after completing a 240-hour preparation course, achieve an average score of 45 on the entire battery, with a minimum score of not less than 35 on each subtest.

2. Given the mathematics computation subtest of the California Achievement Test Battery (CAT), the learners in a GED Preparation Class will, after completing an 80-hour mathematics review, score at least one grade level higher as compared to their scores on an alternative form of the CAT administered as a pretest before taking the review.

APPLY SPAMO TEST TO OBJECTIVES (6.2.1.3.1.4). The objectives pass the SPAMO test.

DEFINE CIVIC-RESPONSIBILITY GOAL, SUBGOALS, OBJECTIVES (6.2.1.3.2)

STATE CIVIC-RESPONSIBILITY GOAL (6.2.1.3.2.1)

The goal of civic responsibility is the development of knowledge, skills and attitudes-values to make the individual a person capable of implementing behaviors which contribute in an organized, lawful way to the welfare of the group. Civic responsibility subsumes the achievement of an awareness of relationships and participation in neighborhood and local community issues and affairs; awareness of political issues and laws of the land at local, county, state, national, and international levels; and respect for the rights and property of others.

DEFINE CIVIC-RESPONSIBILITY INSTRUCTIONAL SUBGOAL (6.2.1.3.2.2)

For learners to increase skills for participation in civic activities.

DEFINE CIVIC-RESPONSIBILITY INSTRUCTIONAL OBJECTIVES (6.2.1.3.2.3)

1. The learner, after completing a one-hour orientation and being enrolled in the Jaycees over a one-month period, will attend a minimum of 22 of 24 meetings during the next six-month period.

2. After completing a ten-hour library orientation unit, and given the privilege of checking out six books per week, the learner will check out a minimum of twelve books in a four week period and return them to the library without damage.

APPLY SPAMO TEST TO OBJECTIVES (6.2.1.3.2.4). The objectives pass the SPAMO test.

DEFINE ECONOMIC-EFFICIENCY GOAL, SUBGOALS, OBJECTIVES (6.2.1.3.3)

STATE ECONOMIC-EFFICIENCY GOAL (6.2.1.3.3.1)

The goal of economic efficiency is the development of knowledge, skills, and attitudes-values to make the individual a person capable of managing home and family affairs and supporting self and dependents at a living standard above the poverty level, in a manner satisfying to the individual with minimal or no assistance from a private or public agency. This goal subsumes the development of knowledge, skills, and attitudes required for gainful employment, and the management of income for the welfare of the worker and his dependents.

DEFINE ECONOMIC-EFFICIENCY INSTRUCTIONAL SUBGOAL (6.2.1.3.3.2)

For the learner to become skilled in money management.

DEFINE ECONOMIC-EFFICIENCY INSTRUCTIONAL OBJECTIVES (6.2.1.3.3.3)

1. *Given a standard family budget form for income, expenses, and balances, and given a stated income from his/her daily labor with no income from outside sources, the learner, after completing a 20-hour unit on money management, will develop a written balanced budget to provide for needs for 30 days, including income, expenses and savings.*

2. *Given a 75-item multiple choice teacher-made test on money management techniques, the learner, after having completed the 20-hour unit on money management, will answer correctly 80 per cent of the items in a 60-minute time period.*

APPLY SPAMO TEST TO OBJECTIVES (6.2.1.3.3.4). The objectives pass the SPAMO test.

DEFINE SOCIAL-RELATIONSHIPS GOAL, SUBGOALS, OBJECTIVES (6.2.1.3.4)

STATE SOCIAL-RELATIONSHIPS GOAL (6.2.1.3.4.1)

The goal of social relationships is the development of knowledge, skills, and attitudes-values to make the individual a person capable of coping with social situations and relating to other human beings in terms of realities, expectations, and standards of society. This goal subsumes the development of behavior patterns to equip the person to function effectively in the home and community.

DEFINE SOCIAL-RELATIONSHIPS INSTRUCTIONAL SUBGOAL (6.2.1.3.4.2)

For the learner to develop a more positive set of values relating to interactions and relationships with other persons.

DEFINE SOCIAL-RELATIONSHIPS INSTRUCTIONAL OBJECTIVES (6.2.1.3.4.3)

1. *Given the Scott Classification of Social Values, through oral administration, the learner, after having completed a ten-hour guidance curriculum, will categorize the items into socially acceptable and socially unacceptable behaviors according to criteria in the Scott manual with 80 per cent accuracy in 30 minutes.*

2. *The learner, after 80 hours participation in the Human Relationship Laboratory, will reduce reported altercations with other offenders by 50 per cent, as revealed by comparing the disciplinary reports for ten days prior to enrollment with the ones ten days immediately following completion of the 80 hours participation.*

APPLY SPAMO TEST TO OBJECTIVES (6.2.1.3.4.4). The objectives pass the SPAMO test.

DESCRIBE STRATEGIES FOR ACHIEVING OBJECTIVES (6.2.1.4). The instructional philosophy stated in (6.2.1.2) gives the frame of reference and provides the direction to be taken in creating learning experiences and contriving learning environments to bring about changes in the behaviors of the offenders. The instructional goals, subgoals, and objectives defined in (6.2.1.3) describe the changes in behaviors which are desired. The next step is the creation of the learning experiences and the contrivance of learning environments which will bring about the desired behavior changes in the offenders. This is accomplished by strategies of instruction. A *strategy* is a predetermined plan that specifies the response to be given to each possible circumstance at each stage of an operation. An *instructional strategy* is a predetermined plan that specifies the methods, techniques, devices, and motivational elements to be implemented under varying circumstances at different stages of the program. This predetermined plan serves the function of giving projection for and direction to the creation of learning experiences and contrivance of learning environments which constitute the adult basic education in corrections curriculum. The plan is made up of five elements: scope (6.2.1.4.1), sequence (6.2.1.4.2), methods/techniques (6.2.1.4.3), hardware/software systems (6.2.1.4.4), and motivation (6.2.1.4.5). The scope and sequence combination, shown by the interaction between (6.2.1.4.1) and (6.2.1.4.2) in the flowchart model (Supplementary Figure), serves the purpose of conceptualizing the stages of the instructional operation in terms of concepts and time. The stages are defined by two dimensions: scope which consists of the major topics or concepts to be learned (6.2.1.4.1); and sequence, a timeline specifying the way in which the content is arranged (6.2.1.4.2). The methods and techniques of instruction (6.2.1.4.3) refer to the ways in which individuals are organized for learning activities, and the ways in which tasks are managed to facilitate learning. Hardware and software (6.2.1.4.4) make up all of the devices and materials used to implement the instructional process. Motivational elements (6.2.1.4.5) are the parts of the instructional process that serve the function of making the individuals want to learn.

This subsystem, DESCRIBE STRATEGIES FOR ACHIEVING OBJECTIVES (6.2.1.4), is the heart of the curriculum. It is this subsystem that provides the basis for all learning experiences and environments in the curriculum. Everything the teachers or instruction-related personnel do, and every aspect of the teaching-learning situation is prescribed by the strategies for achieving objectives (6.2.1.4). The arrangement of learning units into a pattern to accomplish the objectives is determined by the quality and quantity of alternatives for instructional strategies given in (6.2.1.4). It is critical that this subsystem be developed with care and that it be as complete as possible, since this is the subsystem in the delivery system model that will provide guidelines to the teacher to direct decision-making and help in designing the learning experiences appropriate to the needs of the learner and the particular situation. The delivery system model will provide options with rules to govern the selection and use of each one. Knowles (1970) makes the point that the task of selecting the right technique for the right occasion is a difficult one. The specifications given in this subsystem will facilitate this task and contribute to accomplishment of the instructional objectives.

In the delivery system model this subsystem DESCRIBE STRATEGIES FOR ACHIEVING OBJECTIVES (6.2.1.4) will have a statement of the meaning and importance of the subsystem and its relation to the development of the curriculum. This will be followed by detailed descriptions of the elements which are involved in designing strategies: scope (6.2.1.4.1), sequence (6.2.1.4.2), methods/techniques (6.2.1.4.3), hardware/software (6.2.1.4.4), and motivation (6.2.1.4.5).

DESCRIBE SCOPE (6.2.1.4.1). Scope is concerned with depth and breadth of coverage. It includes those experiences necessary to achieve the predetermined behavioral objectives, decisions to be made concerning where to begin, essential concepts needed, and minimal skills to be acquired. Total coverage must be sufficient to permit maximum flexibility and individualization and at the same time sufficient to achieve objectives. The depth of coverage is one aspect of scope. This refers to the depth of understanding required for the lowest level concept included in the curriculum. Decisions about where to begin building the scope of concepts can be made by measuring the learners on their entry performance on a representative sample of behaviorally defined curriculum objectives. If many learners are found to be functioning at the seventh grade reading level, the scope would be based at seventh grade level in a reading curriculum. A thorough analysis of educational achievement levels of learners determined in the prerequisite and pretesting functions must be considered. Research (6.2.1.1) may also have concluded that a reading level of at least tenth grade is required to pass the General Educational Development Test Battery. Therefore, the scope of a GED Preparation curriculum should reach at least to tenth grade level. Decisions about the breadth of essential knowledge, skills, and attitudes for learners to acquire can be made by having personnel and employers work together to identify essentials to qualify individuals as employable.

The scope of the learning experiences is an important aspect of the strategies for achieving instructional objectives. There are many options for making up the scope of any curriculum. There are many sources from which to identify the elements that will combine to make up the essential knowledge, skills, and attitudes for learners to acquire in order to achieve the objectives in a given curriculum. It is no longer necessary, nor is it desirable, to rely solely on a textbook to determine the scope of a curriculum.

In considering the scope of adult basic education, Trujillo (1972) states that it is not enough to emphasize only the basic skill areas. It is also necessary to include in the curricula those activities which help the adult understand his/her role in society. A total education must include the development of a new life perspective, an awareness of family and social responsibilities, and the changing of attitudes from those of defeatism and rejection to those of confidence and leadership. Sherk (1972) cites the conclusions of Manzo (1971) concerning the essential components of a comprehensive adult basic education program:

1. language: capability to orally express self clearly and effectively in both community dialect and the language of the core culture.

2. reading and writing: capability to read and write, at least initially on a fourth-fifth reading level; subsequently, opportunity to develop such skills in meaningful social contexts; the use of these skills as a participant in society's system of communications.

3. culture-academic factors: exposure to and training in the essential features of the "core" culture's academic and social heritage.

4. emotional solvency: freedom from such maladaptive behaviors as tend to minimize cognitive growth, vocational adjustment, and emotional well-being.

Hill (1972) lists three areas essential for adult basic education in a correctional setting:

1. Academic education. This area must provide a functional literacy and mental efficiency. This cannot be done along the old pedagogical lines, but must embrace different techniques. It must start at the level the offender is capable of functioning and move toward optimum skill level determined by the learner's potential.

2. Career education. From the first hour in class, the student should begin the process of building toward a career. This is not synonymous with vocational training, although vocational training constitutes a large portion of it. Career education goals should be to make the student aware of opportunities in careers. Vocational education should be as relevant to that choice as possible. Career education should be as current as possible.

3. Social education. This area should be a study of the basic operation of society, its organizations and institutions, preparing the learner to cope with such social situations as proper interactions, leisure time, and equipping him with basic social knowledge.

In the delivery system model, the subsystem DESCRIBE SCOPE (6.2.1.4.1) is accomplished by defining the concept, scope, and telling how different options for determining the scope of any curriculum can be employed. This entails a description of sources and procedures for determining the relevant concepts, attitudes, and skills in relation to particular subgoals and behavioral objectives. Give scope for the total adult basic education curriculum, or for an identified part of the total curriculum. In the curriculum guides to be produced in (6.2.2) scope will be specified in each curriculum guide.

DESCRIBE SEQUENCE (6.2.1.4.2). Sequence is the systematic order or arrangement of activities to be compatible with the way individuals learn. Sequence refers to the order in which learners interact with elements which make up the scope of any curriculum or unit within the curriculum. Scope and sequence are integrally interrelated. This is shown by the mutually reciprocal signal paths between scope (6.2.1.4.1) and sequence (6.2.1.4.2) in the flowchart model (Supplementary Figure). Sequencing decisions must be made at two levels in developing a curriculum: (1) the sequence of units within the overall curriculum; and (2) the sequence of learning experiences within a unit. Sequencing is a systematic, logical, rational process of ordering activities to achieve curriculum goals, subgoals, and objectives. There are basic principles derived from learning theory to guide the process of sequencing.

The first step in determining sequence is for the curriculum maker, teacher, or instruction-related staff member to assess the needs of the learners before applying principles governing sequencing. There must be a constant feed forward from ANALYZE OFFENDER POPULATION (1.2) to scope and sequence, since information about the needs and characteristics of the learners must be taken into account in making decisions about the scope and sequence of a total curriculum, as well as determining scope and sequence for an individual learning unit. The signal path from the instructional goals, subgoals, and objectives (6.2.1.3) to strategies for achieving goals (6.2.1.4) serves the purpose of relating each element in the instructional strategy, including scope and sequence, to the instructional objectives. Taking into account the needs and characteristics of the learners and the instructional goals, subgoals, and objectives, the following principles can be applied in deciding the arrangement of activities or units of the curriculum or in determining the sequence of learning experiences within the unit:

1. Materials should be sequenced from general to specific. Learners generally find it more meaningful to move from the big picture toward details. Once the learner knows the subject matter, he/she can also find a specific-to-general sequence meaningful.

2. Materials should be sequenced according to interest. Start with a unit that contains information in which the learner is highly interested at the beginning. Next, identify those units that are most interesting to learners, and intersperse these among others whenever possible. Introduce units to capitalize on learner interest.

3. Materials should be sequenced logically. If it is necessary to teach one thing before another, units must be arranged in this order. Determine that this is necessary before using this arrangement to the exclusion of other methods. An instructor can be misled in this unless he/she carefully analyzes the materials and correctly justifies why it is necessary that a particular teaching point should precede another. Logical sequencing of activities or concepts can be achieved by arranging the pattern in *chronological order*, on a time sequence, or by *concept complexity*. Sequencing can follow a pattern of experiences arranged from simple to complex. A simple pattern is one which contains few elements or subordinate parts. Sequencing can follow a pattern that proceeds from whole to part, the *general to the specific*. The whole provides a framework.

4. Material should be skill sequenced. Organize tasks or units to provide an orderly development of skills leading to accomplishment of the defined objectives. This principle is supported by Antell (1972) who takes the position that there must be a complete identification of all requisite skills leading to the final curriculum goal. Then materials and activities will be selected to bring about the development of the requisite skill.

> When requisites are identified, they are placed in sequence so that a learning required for one skill precedes the activity associated with that skill . . . . A total curriculum will be described as a sequence of activities leading to a final competency. Each activity will require a skill or knowledge from preceding activities, and each activity will have some clearly defined and observable outcome (p. 5).

5. Material should be sequenced according to frequency of use. Determine the information or skills the learner will need most often.

6. Material should cover the total package. Some curricula systematically give a learner knowledge and practice in each unit, but fail to provide an opportunity to synthesize the units into a whole. Units should be sequenced so they will result in the learner's becoming familiar with the whole (Mager and Beach, 1967).

7. Material should be sequenced from simple to complex. Proceed from single skills or concepts to combinations of skills and concepts.

8. Materials should be sequenced according to developmental patterns of the individual. Proceed from the previous concept or skill to the next level concept or skill according to the developmental pattern of the person.

9. Material can be sequenced to provide a pattern of enrichment. The concepts or activities are sequenced to provide enrichment to learners, based on the information provided about learner needs and characteristics.

10. Materials can be sequenced to provide a pattern of remediation. The content is sequenced to provide for repetition, review, reteaching of concepts, or skills which have not been mastered by learners.

The sequencing of experiences within the unit serves the purpose of achieving individualization of learning, with learners moving at their own pace and level. The provision of a number of scope and sequence options in each learning unit insures individualization of instruction, and provides learning experiences to meet the needs of the individual. Sybouts (1972) conceptualizes the teacher as a curriculum decision-maker, and points up the obligation of expanding alternatives for achieving instructional objectives. In the flowchart model of a learning sequence, shown in Figure 11, Sybouts (1972) illustrates the way in which a number of options for achieving instructional objectives may be available to the learner.

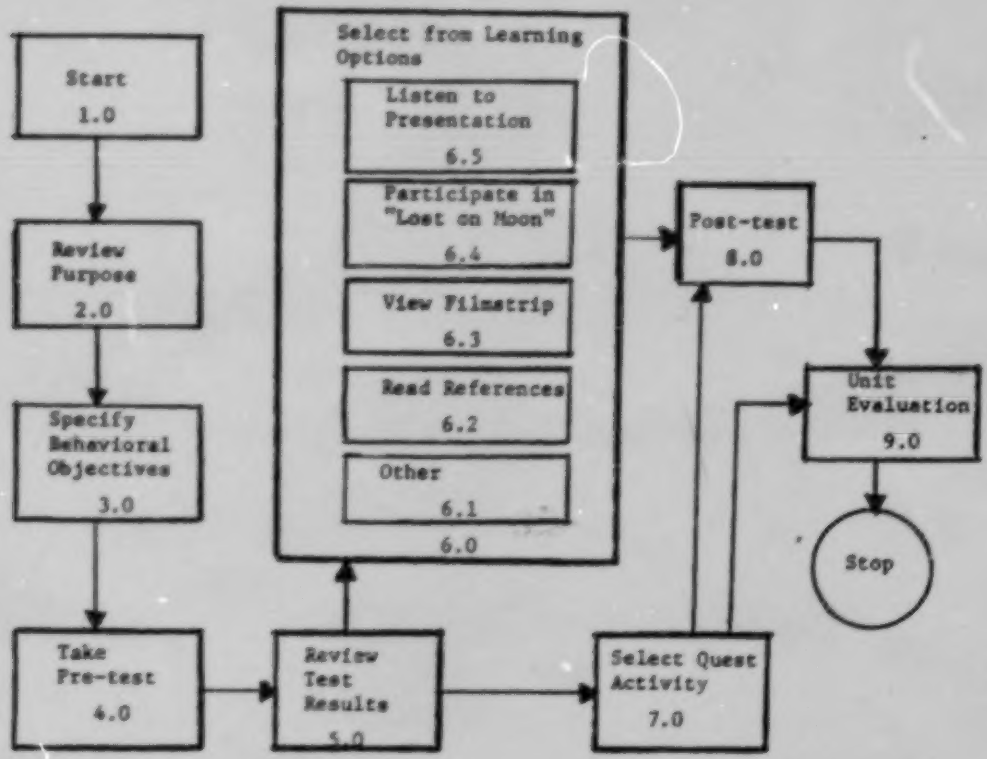

Start
1.0
Review Purpose
2.0
Specify Behavioral Objectives
3.0
Take Pre-test
4.0
Review Test Results
5.0
Select from Learning Options
Listen to Presentation
6.5
Participate in "Lost on Moon"
6.4
View Filmstrip
6.3
Read References
6.2
Other
6.1
6.0
Select Quest Activity
7.0
Post-test
8.0
Unit Evaluation
9.0
Stop

Figure 11. Learning Sequence[1]

In the learning sequence, in Figure 11, the learner can decide which of the options in (6.0) he/she wants to implement to help him/her achieve the objectives specified in (3.0), taking into account the results of the pretest (4.0) and (5.0).

It is important to give careful attention to the determination of scope and sequence for the total curriculum as well as deciding the scope and sequence for each unit. A scope and sequence plan or chart should be prepared for every curriculum. This will serve the purpose of identifying the major elements or subgoals which are to be achieved by virtue of the purposefully contrived and created learning experiences and environments and relating these elements or subgoals to a timeline or continuum. Within the overall framework for learning defined by the curriculum scope and sequence, it is important to provide for flexibility and individualization.

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[1] Sybouts, W. Curriculum decision-making. Honolulu: Education Research and Development Center, University of Hawaii, 1972. (mimeo)

In (6.2.1.4.2) of the delivery system model, define sequence and include the basic principles which are considered important for the construction of the curriculum and sequencing of experiences within the curriculum units. Include a scope and sequence chart for the total curriculum. In each curriculum guide, to be produced in (6.2.2), appropriate sequencing principles will be stated and directions will be given for achieving flexibility and individualization of instruction by providing learners with different options for learning experiences.

DESCRIBE METHODS/TECHNIQUES (6.2.1.4.3). Verner (1962) defines *method* as the organization of prospective participants for the purpose of education. A method is the way in which individuals are organized in order to conduct a learning activity. A method establishes the relationships between the learner and the institution or agency through which the learning task is accomplished. Knowles (1970) equates method with format, and identifies two major categories of instructional methods or formats: (1) individualized methods; and (2) group methods. Methods for individual learning include the following:

a. individual apprenticeship or internship
b. correspondence course
c. clinical counseling
d. independent study program
e. programmed instruction sequence
f. supervision
g. individually prescribed instruction.

Weinberg (1972) describes individually prescribed instruction as a combination of learning packages with diagnostic placement and follow-up testing. A learner is initially tested to determine aptitude and ability levels. A reasonable set of interim goals is developed, and an initial package is prescribed for the learner. After each package is completed, a new prescription is organized based on a pre- posttest combination. This procedure is repeated until the objectives are reached. The difficulties with individually prescribed instruction are found in test validation and the assembling and creation of learning packages. Weinberg (1972) cautions: "Implementation depends on a strong file of institutional research from which the diagnostics are developed. In the absence of this, initial diagnostics must be in the category of educated guesses with refinement contingent on experience--resulting in on-going test modification (p. 4-5)."

Methods for group learning include the following:

a. action projects
b. workshops
c. organized group program
d. conference or seminar
e. formal, structured course
f. demonstration program
g. study tour

Verner defines *technique* as the ways in which the learning task is managed to facilitate learning. Knowles (1970) identified a number of categories of instructional techniques:

1. Presentation techniques. This includes lecture, television, videotape, debate, dialogue, interview, symposium, panel, group interview, demonstration, motion pictures, still pictures, recording, reading.

2. Participation. This includes question-and-answer period, forum, listening teams, reaction panel, buzz groups, debates.

3. Discussion. This includes guided discussion, Socratic discussion, problem-solving discussion, case discussion, brainstorming.

4. Simulation. This includes role playing, critical incident, case method, in-basket exercises, games.

5. Skill practice. This includes drill, coaching, on-the-job training.

Both individual and group methods are important in developing the adult basic education in corrections curriculum. Utilization of the full range of techniques should be made. In the correctional setting it is important to consider programmed learning and individualized methods as well as insuring that some provision is made for the group format. It is important to consider sensory appeals, relevancy to the learning process, and practical advantages when selecting techniques appropriate for accomplishing a given behavioral objective. Individualization of instruction requires flexibility in scheduling instructional events and the creation of meaningful units of instruction with clearly defined objectives. Without precise, systematic educational planning, the individualization of instruction would result in organizational and instructional chaos. The educational decision-makers who are responsible for planning learning experiences must have detailed information about learners, methods, and techniques. They must have clearly defined behavioral objectives, and a plan for evaluating outcomes. Miller (1971) defines an individualized program as learning activities organized in a sequence that permits each adult to move at his own pace and work at his own level of ability, under the guidance of a teacher. Instruction is non-graded, which enables each learner to proceed as far as ability permits. "Individualizing instruction . . . does *not* mean that all responsibility for learning is turned over to the student. Nor does it mean that the program resembles an electronic arsenal with each student plugged into his appropriate socket (Miller, 1971, p. 6)." In order to make an individualized program function effectively and get maximum benefit from the hardware and software used, the teacher must, at a minimum, perform the following tasks (Miller, 1971):

1. evaluate and diagnose needs and progress of each learner;

2. devise individual study plans to meet the special needs of each learner;

3. design long range goals and short term learning objectives;

4. supervise paraprofessionals, rearrange physical facilities, check equipment, select and evaluate instructional materials.

Figure 12 shows the procedure for implementing individually prescribed instruction.

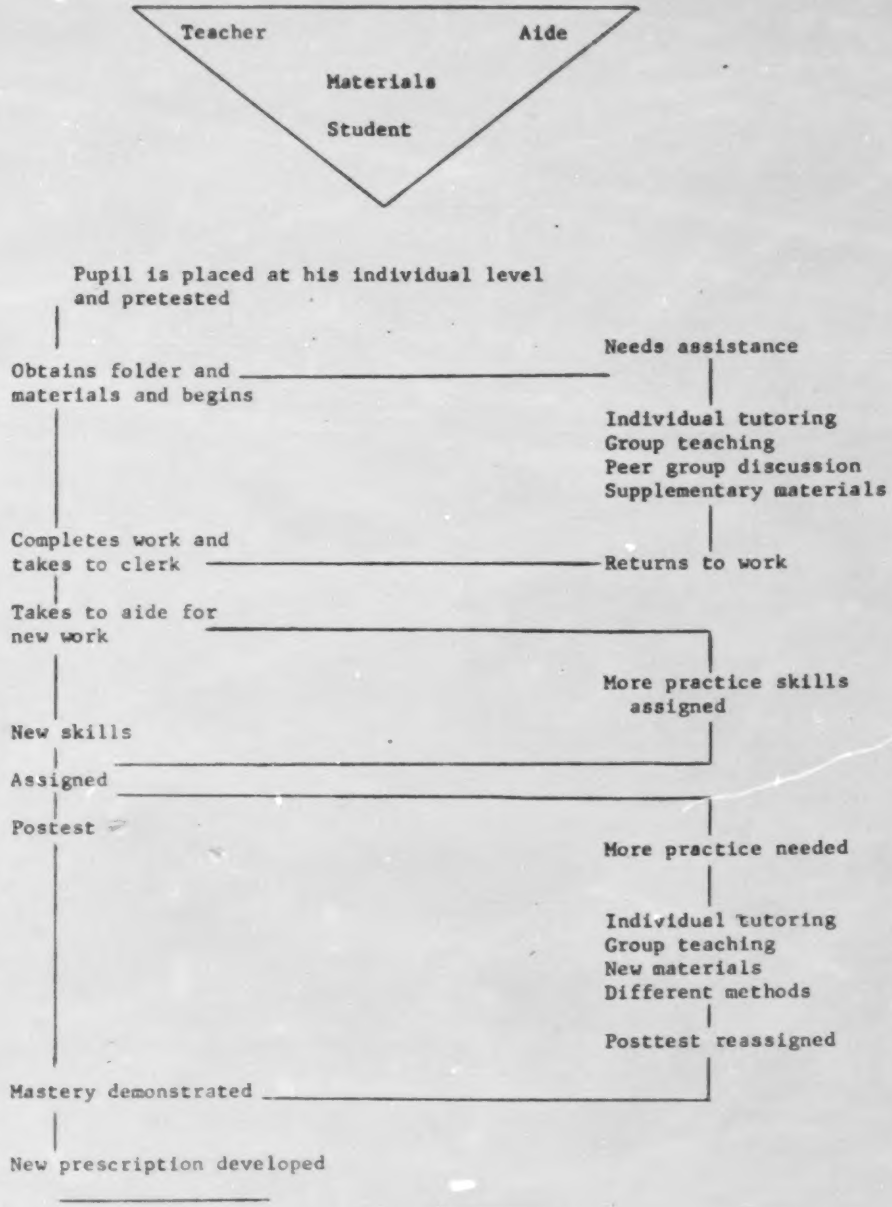
Teacher
Aide
Materials
Student
Pupil is placed at his individual level and pretested
Obtains folder and materials and begins
Needs assistance
Individual tutoring
Group teaching
Peer group discussion
Supplementary materials
Completes work and takes to clerk
Returns to work
Takes to aide for new work
More practice skills assigned
New skills
Assigned
Postest
More practice needed
Individual tutoring
Group teaching
New materials
Different methods
Posttest reassigned
Mastery demonstrated
New prescription developed

Figure 12. A Flow of the IPI System[1]

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[1] Research for Better Schools, Inc. A progress report: Individually prescribed instruction. Philadelphia: Research for Better Schools, Inc., 1969, Pp. 11-12.

The definition of *technique* as the way in which learning tasks are managed is an implicit recognition of the importance of the role of the teacher or instruction-related staff member in the total learning process.

The person in the role of teacher or manager of learning environments and experiences plays a key part in making the instructional method and the techniques effective. Whether individual or group method is used, the teacher must interact with the learner. A relationship of teacher-learner interaction is established, regardless of method. The quality of this relationship is probably the single most important factor in making instructional methods and techniques effective. The characteristics, the overt behaviors, and the covert--or nonverbal--behaviors of the teacher combine to facilitate or obstruct the learning process. In order to make any method or technique achieve its purpose, the teacher must give the appearance to the learners of someone who cares about them, knows what the subject is all about, and knows how to help them achieve the learning objectives. The physical appearance, the verbal and nonverbal characteristics, and the personality traits of the teacher are critical elements in determining effectiveness of instructional methods. Teachers need enthusiasm, but it must be real. Teachers need to be honest with themselves and with others. Teachers must have subject matter mastery. They must have healthy, positive attitudes and values. They must have real concern for others--empathy, understanding, and sensitivity. The role of the teacher as a decision-maker is critical in achieving a meaningful teacher-learner interaction. The task of selecting techniques and methods appropriate to the achievement of a given learning objective is a decision-making process. Selection of method and technique must be made by taking into consideration the needs of the learners and the objectives of the learning unit. Techniques should be matched to learners and learning objectives.

The interrelatedness between method/techniques (6.2.1.4.3) and hardware/software (6.2.1.4.4) is shown in the flowchart model (Supplementary Figure) by the mutually reciprocal signal paths. This is one of the most important relationships in the consideration of strategies to achieve educational objectives. The teacher implements this relationship in the operating system. The teacher selects and uses appropriate hardware and software in conjunction with methods and techniques as a means of achieving defined objectives. The relationship between method/techniques and hardware/software has developed into multi-media instruction.

In the delivery system model the function DESCRIBE METHODS/TECHNIQUES (6.2.1.4.3) is accomplished by defining methods and techniques, and giving basic principles to govern the selection and use of different methods and techniques in the adult basic education in corrections curriculum. The list of methods and techniques for the total curriculum will be given. The role of the teacher in selecting and implementing methods and techniques must be described and guidelines given for effective teacher-learner interaction. In the curriculum guides to be developed in (6.2.2), the methods and techniques appropriate to achieving the objectives of the particular curriculum are defined in each curriculum guide. For each unit included in the curriculum guide which will be developed in (6.2.2), the options for techniques and methods are given.

DESCRIBE HARDWARE/SOFTWARE (6.2.1.4.4). Verner (1962) refers to *devices* as all those particular things or conditions which are utilized to augment the techniques and to make learning more certain. What Verner calls devices can be classified in two categories; (1) hardware, and (2) software. There is an important and essential relationship that exists between the use of instructional methods and techniques and the selection and use of devices, including hardware and software. This important relationship is shown in the flowchart model by the mutually reciprocal signal paths between these two functions.

Sherron (1972) defines *hardware* as those machines, physical equipment, and audio-visual devices that perform a physical function in the presentation of educational software. These items range in complexity from the simple filmstrip viewer or spring loaded reading pacer to computer controlled carrels containing cathode ray displays, image projectors, talking typewriters, and audio record and playback mechanisms. Hardware can be classified under eight categories:

1. Projection equipment. This includes a wide range of machines which visually project an enlarged image on a screen or flat surface. The images are projected from film, magnetic tapes, transparencies, and real objects. Projection equipment includes:

a. 16mm and 8mm motion picture projectors
b. filmstrip projectors and previewers
c. 35mm slide projectors
d. random access projectors
e. opaque projectors
f. overhead projectors
g. micro-projectors
h. special purpose projection equipment.

There are advantages to the use of projection equipment. Hill (1972) and Frank (1972) point out that visual media bring the distant and remote directly to the learner. This is important in the correctional setting. Films and programs made available through projection equipment cover a wide range. Software is available from libraries for use on closed circuit systems. Hill (1971) observes that the 8 MM motion picture camera makes it possible to include tailor-made materials for the adult learner. It does not have the instant replay feasibility. The film loop projector makes use of continuous loop cartridges with viewing sequences of varying lengths, which may be inserted as cartridges into the projector and shown as many times as necessary (Hill, 1971). Sherron (1972) points out that projection equipment provides for linear or random viewing, and stimulates interest. The opaque projector is useful for showing completed pictures, maps, drawings. The material must be completed before insertion into the machine (Hill, 1971). The overhead projector enables the instructor to face the learners while providing a visual large enough for all to see. Commercially produced materials are available. Copying material onto transparencies is possible using modern copy machines (Hill, 1971).

2. Audio recording and playback equipment. Audio hardware includes a variety of equipment which mechanically or electronically captures sound and stores it for subsequent playback. Sounds are recorded on discs, records, and tapes. The tapes may be reel to reel, cartridge, or cassette. Audio record and playback equipment includes:

a. record players
b. reel to reel tape recorders and playback
c. cartridge recorders and playback
d. cassette recorders and playback.

Sherron (1972) points out the advantages of audio record and playback equipment. These machines stimulate interest, maintain motivation, capture the real life environment, and transmit sound short or long distances. Hill (1971) notes that the tape recorder can be used in adult basic education for self-evaluation, recording of events, role-playing, narrations, and public speaking. Frank (1972) states that record players, audio tapes, and the telephone can bring reality and practicality to the adult basic education curriculum in the correctional setting.

3. Multimedia equipment. This group of educational hardware provides various means for combining sight and sound. The group includes:

a. video tape systems
b. sound filmstrip devices
c. slide-tape recording combinations
d. print and sound systems.

Sherron (1972) points out that the multi-media equipment allows a closer simulation of real life, provides flexibility, and allows for a variety of software combinations. Hill (1971) recommends the use of the video tape recorder in self-evaluation, role-playing, and public speaking. It is possible to purchase prepared sequences of instructional material for use with the video tape recorder (VTR). One set of cassette tapes for the VTR, together with a set of workbooks, offers a self-contained General Educational Development Test preparatory curriculum.

4. Television. Sherron (1972) quotes the National Education Media Study Panel regarding utilization of television:

> The modern teacher has books, guides, periodicals, films, tapes, slides, records, laboratory equipment; some have language laboratories; and soon many of them will have programmed self-instructional materials. The basic question, therefore, is not simply how to use television alone, but rather how to combine it most effectively with other learning experiences and resources.
>
> The well-planned television program can motivate students, guide and sharpen their reading by providing background and demonstrations, encourage responsibility for independent learning, arouse curiosity, and develop new insights and the excitement of discovery. The medium is so flexible that it need never be used merely to promulgate the old lecture method. . . (p. 42).

Lawrence (1970b) differentiates between instructional television, concerned primarily with the day to day learning process associated with instruction in schools, institutions, colleges and universities, and educational television, which includes entertainment and leisure time programming. The contributions of television, according to Lawrence (1970b), include the following:

a. it challenges the student;
b. it draws on a larger resource base, and uses team teaching concept;
c. it puts the best teacher in every classroom.

Frank (1972) points out that television and radio programs regularly broadcast on commercial and public stations can be used as discussion starters, and the daytime soap opera can assist in fostering discussion about social relations problems.

Several networks and many educational television stations have workbook-connected broadcast programs which can be used in adult basic education. Television teaching does not displace the teacher, but rather gives him/her a new role as team teacher. One must prepare the class for instruction, supervise classroom activities, reinforce responses, and evaluate results. If well done, the product is an efficient teaching-learning activity, employing studio teacher, classroom teacher, teaching materials, and guidance activities. It is suggested that local educational television stations be contacted to secure a listing of courses, materials, and schedules. Several other options are available if the institution has its own video tape equipment. These include taping and replaying selected network programs, producing local programs, taping and replaying simulation and role playing situations, and purchasing program tapes for replay in classes.

5. Photographic equipment. With the Kodak Ektagraphic Visualmaker kit, the teacher or learners can photocopy pictures, drawings, maps, and charts, and make excellent slide presentations (Udvari, 1972).

6. Teaching machines. Udvari (1972) describes teaching machines and auto-tutor devices. Teaching machines are either manually or machine operated. Manually operated varieties utilize printed programs of the linear variety. The program may be single sheets or continuous rolls. The learner manually advances the program to the next frame and makes a response. On the next advance the correct answer is given.

Many auto-tutors are highly sophisticated and ingenious devices. Some machines are single system, utilizing only one device to channel the program. Others are multi-systems. Some employ slides or filmstrips with or without an audio track. Others employ film loops, television, audio tracks, and response options. The program may be linear, multiple choice, constructed response, or branching.

7. Reading machines. Udvari (1972) describes reading and tachistoscopic devices. Reading machines are highly specialized instructional tools. They operate by projecting printed words, phrases, and paragraphs on a screen. Their basic function is to assist readers in word recognition, pacing,

phrasing, phrase grouping, skimming, and reading speed improvement. The tachistoscope is an image timing device. Another type of reading machine is the language master. This unit utilizes a strip of magnetic tape that carries a prescribed sound, word, or group of words. The learner can read the word, can hear how it sounds, and can record the speaking of the sound.

8. Computer-assisted instruction and dial-access systems. The computer can be used to provide interactive learning systems in correctional settings.

Weinberg (1972) describes computer assisted instruction as a learning system conducted totally within the computer. The computer tests, diagnoses, and prescribes. In addition, all learning materials are presented by the computer at a connected terminal. There are large group terminals, equipment systems for small group use, and self-pacing use. Weinberg (1972) describes large group terminals. This terminal may include all sorts of projection and reception equipment, but no facilities for interaction. It is possible to provide for a response system at each learner position. A question is asked, and the learner presses an appropriate button. The answers are recorded, and a combination of percentage correct/incorrect is printed out. The instructor can repeat or reemphasize concepts which are not grasped. With equipment systems for individual and small group use, the terminals are similar. Small group systems should be designed for peer interaction as well as program interaction. Small seminar rooms should be used, as visual and audio barriers may be required. The Allen teaching machine is an example of an equipment system for small group use (Weinberg, 1972).

Weinberg (1972) describes terminal equipment systems for self-pacing use. The learning carrel is a single unit which may incorporate several modes of instruction. The carrel is a drawerless desk having frontal and lateral visual barriers and meant for use by a single learner. All barriers extend eighteen inches high, and lateral ones extend six inches beyond the work surface. Dry carrels are without power or audio visual equipment. Wet carrels include electrical outlets, and may include other elements, such as:

a. audio cassette record/playback units
b. synchronized audio-slide units with projection modules
c. film loop, slide or film strip with rear projection modules
d. television monitors for closed circuit playback
e. dial access audio and/or video terminals
f. computer terminal.

The dial access retrieval system is a sound system having storage and retrieval capabilities from reel to reel or cassette programs. These programs can be dialed into by students from various local stations with either monitor response, self recording playback, or only tutorial feature. A two-way communications hook-up has been implemented in the New Jersey State Prison system. Two identical five-point private line circuits link the control center at Mercer County Community College with classrooms at Trenton, Rahway, and two Leesburg prisons. Portable conference telephones in the prisons transmit the instructor's voice to the learners. Microphones built into the sets enable offenders to ask questions. Electrowriters at the college and in the classrooms are used to show diagrams or other illustrative course material. The instructor draws with a stylus on special paper in the machine. The diagram is reproduced instantly on similar equipment in the prison classrooms and projected on a screen. New Jersey Bell engineers built into the two circuits a feature that enables institutions to tape record lectures. This permits each prison to establish permanent course libraries so offenders can review lectures and institutions can repeat courses for other groups of offenders. There also is an arrangement that allows the network to be hooked up with the prison intercom system to transmit talk to all inmates.

Sherron (1972) defines *software* as those materials that provide learning experiences, including various media that require hardware for presentation--such as films, tapes, slides, loops, cassettes, and records--and those that do not require hardware--such as texts, workbooks, models, blackboards, maps, graphs, posters, and magazines. Software can be considered under nine categories:

1. Printed textual materials. This includes texts, programmed materials, newspapers, and work-textbooks. *Texts* are printed books which serve as a form of verbal communication. Sherron (1972) points out that texts can be modified, rearranged, and adapted. Texts can be used in conjunction with other software and hardware. Texts provide verbal communication in four categories: (a) narration and description; (b) prescription and direction;(c) generalization; and (d) theory (Sherron, 1972). *The basal series* is a set of books, one or more on each readability level, with a planned sequential development of reading skills. A typical series covers readability levels one through twelve. It encompasses reading, basic language skills, basic numbers, and money. It provides training in vocabulary building, comprehension, spelling, English usage, oral reading, numbers, charts, maps, and graphs. *Programmed materials* are available in a variety of forms, including packet, book, and workbook. According to Smith (1968) the outstanding features of programmed materials include the following: (a) trainees work individually at their own rate; (b) feedback and reward are immediate; and (c) skills are presented progressively with varied repetition. Programmed instruction is a planned sequence of learning experiences using programmed materials leading the learner to mastery of subject matter. Each program has a specific learning goal. Information is presented step by step, with each step progressively building on the preceding step. Immediate confirmation of response gives the learner immediate feedback reinforcing the answers. The learner proceeds at his/her own pace (Hill, 1971). *Newspapers* provide instructional materials. One publisher produces two readability levels of newspapers: level A, grade 3, and level B, grade 4. Numerous publishers produce materials for the teaching of reading which are geared to the undereducated adult. The innovative teacher will select those which meet the specific requirements. Many major newspapers provide instructional units on newspaper reading skills. *Work-text books* are produced by several companies for the purpose of developing communication and computational skills related to specific occupational areas. These materials cover the information required for securing, maintaining, and upgrading for specific job areas.

There are advantages to the use of printed materials. These materials can be used to individualize instruction. They are economical.

2. Still pictures. The two basic classes of still pictures are flat opaque and film. *Opaque pictures* include paintings, sketches, cartoons, and photographic prints. *Film still pictures* include slides and filmstrips. The advantages of still pictures are that they are highly portable, easily available, and easy to show. They also reduce verbal explanations (Sherron, 1972).

3. Films. There are two classes of film: motion and still. *Motion picture films* including 16mm and 8mm are available in short single concept films; 8mm cartridge film loops; rear projection system for use in carrels or on desks; massed film series covering an entire subject; and films for use with workbooks, texts, and other audio-visual devices. Films are classified as documentary, training, factual, fictional, travelog, or pictorial report. *Still films* include 35mm film strips, slides, and stereoscopic three-dimensional slide reels. The advantages of using films are that they allow recording of past events for future study, they combine sight and sound for realism, they simplify complex abstractions, they bring experts into the learning environment, and they provide a common basis for discussion.

4. Transparencies. These are teacher-made or commercially prepared textual or illustrative material on acetate for projection with the overhead projector. There are many advantages to use of transparencies; the teacher can write on the transparency; a wide variety of commercially prepared transparencies is available; the rate of presentation can be controlled; composite images can be built; transparencies are economical to buy or make and easy to maintain (Sherron, 1972).

5. Audio materials. These materials are made up of the different types of software that capture sound via recording and store it for subsequent playback. Two major types of audio software are magnetic tape and plastic discs. There are different classes of audio materials: live broadcasts by commercial and public service stations; simulated radio broadcasts through use of tape recorder; and listening laboratories. The language laboratories range from complex systems comprised of a centralized unit capable of playing and transmitting a variety of programs to individual remote terminals or carrels, to the simple single unit systems such as the language master. The listening laboratories are used effectively to offer instruction in English, reading, mathematics, and a variety of interest areas. Audio materials have the advantages of permitting economic and simple recording and duplication of sound; synchronization of sound with other hardware and software; stimulation of motivation and interest; and facilitation of independent study.

6. Simulation games. Weinberg (1972) describes simulation games. The purpose of the game is to simulate the functional framework of a learning objective. The learners act within the rules of the game, making analytical decisions and winning or losing on the basis of the decisions. There are games in social studies, economics, environmental studies, business, and government. Games may or may not be computer-based, and can be used by individuals or groups.

7. Realia. Realia is defined as real things and their models. In addition to the actual objects, modified real things, such as specially prepared specimens, and models of real things can be used effectively.

8. Media pack and unipack. A *media pack* is a self-contained arrangement of teacher prepared learning materials designed for individual and independent learners who are performing at the same level. The instructional packet focuses on a single concept, learnable idea, skill or attitude. It is based on a single concept, several sub-concepts, behavioral objectives, and diversified learning activities, and usually contains no more than three to five lessons. It generally consists of commercially prepared filmstrips, film loops, recordings, programmed materials, charts, or realia. The media pack consists of a teacher's packet which contains: (a) introduction; (b) statement of behavioral objectives; (c) pretest; (d) lessons; (e) posttest; (f) quest activities, and (g) learner evaluation.

The *unipack* is similar to the media pack except that its content is broader in scope. Although a number of commercially prepared media packs and unipacks can be obtained, they can also be produced locally. A teacher may develop an entire teaching-learning package or only supplemental materials as needed in a specific situation (Lawrence, 1970 a).

9. Multi-level kits. The multi-level reading kit offers a package of individual lessons on several different levels. Each lesson is independent of the other, and skills are not sequentially developed from lesson to lesson, but from level to level. There are kits which contain selections written on readability levels four through eleven with emphasis on occupations and real-life.

Sherron (1972) points out that the emphasis on multimedia instruction has created two types of facility: the adult learning center, and the educational media centers. The involvement of management in the planning and support for these facilities is shown in the flowchart model (Supplementary Figure) by the signal path from the management function to the considering of instructional strategies. The learning center or laboratory has evolved from a narrowly conceived, single concept, programmed instruction class to the programmed, multi-media, individualized learning approach. The modern learning center employs the following educational features and instructional strategies:

1. applies the latest programmed learning techniques, including specifying objectives, assessing learner capacities, designing learning experiences, and evaluating the total process.

2. utilizes the latest advanced educational technology, including programmed learning systems and teaching machines, audio visual devices, programmed texts, films, and slides.

3. designs an individualized program of instruction for each learner which incorporates a variety of techniques and the best of proven methods.

4. provides non-graded instruction, permitting each learner to proceed at his own rate.

5. utilizes learning coordinator and instructional assistants who conduct and manage learning experiences, advise learners, and maintain learner records.

6. places major emphasis and responsibility for learning on the individual.

7. provides flexibility of scheduling and a variety of instructional strategies.

A learning laboratory is a self-contained learning environment providing individualized, self-paced instruction by combining a multi-media approach with programmed instructional materials. In the Adult Learning Laboratory developed in North Carolina (Lane and Lewis, 1970), the learning laboratory is a conceptual methodology that developed primarily through adult education programs. It is noted that variations of the concept, including multi-media centers, learning centers, and learning resource centers, while similar, are not precisely synonymous with the concept, learning laboratory. The distinctions lie most strongly in the areas of comprehensiveness, instructional techniques, and attention to individual differences. Lane and Lewis (1970) identify fifteen characteristics of the learning laboratory:

1. Learning experiences. Individual programs provide a combination of learning experiences.

2. Objectives. Individual programs are planned in terms of student needs.

3. Materials. On the basis of behavioral objectives, materials and test items are selected to measure mastery.

4. Rate. Each learner proceeds at his own rate.

5. Strategies and media. Different learning strategies are used for objectives representing different kinds of learning.

6. Individualization. Each program is individualized.

7. Participation. The learner learns by doing, and is actively involved in planning, mastering, and evaluating his learning.

8. Individual differences. Remedial help is provided to enable each learner to succeed.

9. Time. Each learner spends as much time as necessary to master a concept.

10. Freedom. Instruction is at the convenience of the learner.

11. Reinforcement. Immediate reinforcement and correction are provided.

12. Testing. Learners are made aware of objectives and how the attainment of them will be evaluated. Tests are designed to measure mastery of all objectives.

13. Adaptability. Equipment, materials, and methodology can be combined to meet needs.

14. Revisions of programs. Programs and subject matter can be updated with minimum cost and effort.

15. Instructional placement. Every learner is assessed initially and given an opportunity to state his educational objectives, which guide design of an instructional sequence and the learner's instructional placement.

Educational Media Centers are being established as essential components of modern libraries and also as separate entities. Media centers have evolved from storage functions to dissemination, demonstration, and utilization centers. A well-equipped media center should perform the following functions:

1. Provide professional audio-visual services to learners and staff, including production of creative professional software.

2. Design individualized media mixes to accomplish specified educational objectives.

3. Display and demonstrate latest and most effective audio-visual devices.

4. Disseminate information concerning audio-visual resources available in the center and elsewhere.

5. Conduct research concerning effectiveness of various media in accomplishing specific educational objectives with selected types of learners.

Frank (1972) suggests the following publications as valuable for references in developing a multimedia program:

Audio Visual Instruction: Media and Methods by Brown, Lewis, and Harcleroad. (McGraw Hill, New York, 1969)
Audio Visual Marketplace (Bowker Publications, P. O. Box 2017, Ann Arbor, Michigan)
Audio Visual Methods in Teaching by E. Dale. (Dryden Press, New York, 1969)
Developing Multi Media Libraries by W. B. Hicks. (R. R. Bowker Co., New York, 1970)
Educational Broadcasting Magazine. (825 S. Barrington Ave., Los Angeles, 90049)
Educational and Industrial Television Magazine. (607 Main St., Ridgefield, Connecticut 06877)
Educational/Instructional Broadcasting Magazine. (647 North Sepulveda Blvd., Los Angeles, 90049)

Standards for School Media Program. (National Education Association, Washington, D. C.)

Teaching and Media: A Systematic Approach by Gerlach and Ely. (Prentice Hall, Englewood Cliffs, New Jersey, 1971)

The Teacher and Overhead Projection by M. J. Schultz. (Prentice Hall, Englewood Cliffs, New Jersey, 1965)

Hardware and software (6.2.1.4.4) are important elements in the strategies for achieving educational objectives. There is a direct relationship between instructional objectives, methods/techniques, and hardware/software. This relationship is shown by the signal paths between these elements in the flowchart model (Supplementary Figure). Antell (1972) defines instruction as the artful application of teaching skill to bring learners to the goals of the curriculum. The teacher can enrich and supplement methods and techniques by systematic selection and use of hardware and software in the teaching process. Frank (1971) pointed out that since adult basic education should be practical and dynamic, dealing with problems of living and coping skills, the use of hardware/software systems can contribute toward realization of this goal. The effectiveness of hardware and software as elements in the instructional strategies to achieve instructional objectives depends on the degree of care and precision taken in selection and use of these adjuncts to the teaching process. The following guidelines are offered for consideration in selecting and using hardware:

1. Service. The machine is constructed to make servicing simple and quick and replacement of parts easy (Weinberg, 1972). Parts should be readily available from a nearby dealer (Weinberg, 1972; Sherron, 1972).

2. Durability. The machine should be constructed for heavy use, and made to have a lifetime of sufficient duration to justify cost.

3. Simplicity. The machine should be easy to operate, requiring little if any training for the operator (Weinberg, 1972; Sherron, 1972).

4. Cost. The cost should be justified by expected benefits, both on initial and long-term bases. Cost must include training time per learner, quality of instructor required, logistics, modernization expense (Sherron, 1972).

5. Usability. Software must be available for immediate use with any item of hardware. "This rather obvious criterion is repeatedly overlooked and numerous existing gadgets are rusting on shelves because appropriate films, tapes, workbooks, slides, . . . are not available (Sherron, 1972, p. 16)."

The following guidelines are offered for consideration in selecting and using software:

1. Content. All printed material must be on an appropriate level of vocabulary, by grade and social group. This is particularly important in vocational and life skills or social studies areas (Weinberg, 1972). Extraneous content should be minimal.

2. Reliability and validity. This is the single most important criterion for selection of software. All materials should be field tested by the publishers prior to use. The field tests should report results of use with a population similar to that of the learner group for whom the materials are being considered. Results of field tests should report reliability, validity, and standardization, and provide norms. There is no point in buying, let alone using, any item of software which is not reliable or not valid. No matter what the content level, cost, and simplicity factors--if the item is not one which can be depended upon to produce the desired results, there is no justification for obtaining it. No item should be selected or used unless there is evidence to suggest it will achieve a specified objective.

3. Cost. The per item cost should be justified in terms of expected benefits. Questions of consumability and expected life of the item should be considered.

4. Flexibility. Items should lend themselves to innovative use and flexibility in use.

Hill (1971) points to the importance of selecting materials for adult basic education with care and consideration. "The selection of materials in ABE is not an easy task, and it is made even more difficult today by the wide selection presented by the many companies producing the material (p. 1)."

A checklist can be used to help in the selection of materials. Hill (1971) recommends securing all possible instructional materials from a number of companies, evaluating each item against a checklist, and discarding those which do not meet the basic criteria. A checklist for use in selecting materials is given in Figure 13.

1. Consideration is given to characteristics and background of the adult who is to use the material.
2. The purposes for which the material is to be used are identified.
3. Subject matter materials and learning activities are acceptable in terms of adult interest level.
4. Materials encourage further individual reading, speaking, writing, and other study.
5. Materials raise self-esteem and help the learner gain insight into his self-image.
6. The language is adult in tone.
7. Sentences are written in the familiar vernacular.
8. Programmed materials have built-in reasoning and evaluating devices to help the learner and teacher determine progress.
9. Directions are simple and clear so that the learner can follow them with little difficulty.
10. Design of system for materials allows for maximum progress according to ability of the individual.
11. Materials depict actual life situations, such as: food, property, job, voting, civics, safety, social security, housing, homecraft, financing, etc.
12. Each lesson teaches a single concept or small number of concepts thoroughly.
13. Skills and concepts are taught in sequential, logical order.
14. Materials show concern for family relations.

Figure 13. Checklist for Evaluating Materials.[1]

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[1] Hill, L.A. Materials and technology for adult basic education in corrections. Honolulu: Education Research and Development Center, University of Hawaii, 1971. (mimeo)

Figure 14 is a set of criteria for selecting materials for adult basic education in corrections, according to Ast (1970).

I. Subject Matter:

A. Illustrations	adult oriented multi-ethnic photographs pertinent
B. Questions	adult-oriented clearly stated pertinent
C. Directions	clearly stated complete
D. Problems Presented	adult clearly presented current
E. Print	clear easy to read

II. Material:

A. Can be used independently
B. Is flexible
C. Provides a successful learning experience
D. Provides a measure of progress
E. Provides for differences in learning rate
F. Is meaningful to student
G. Is durable
H. Contains a complete list of all skills covered in text

III. Skill Development:

A. Sequential
B. Gradual
C. Logical

IV. Teachers Manual:

A. Directions for use of material easy to understand
B. Provides suggestions for diagnosis of specific skills
C. Contains a placement guide for material
D. Is necessary for the daily use of material

Figure 14. Selection of Materials[1]

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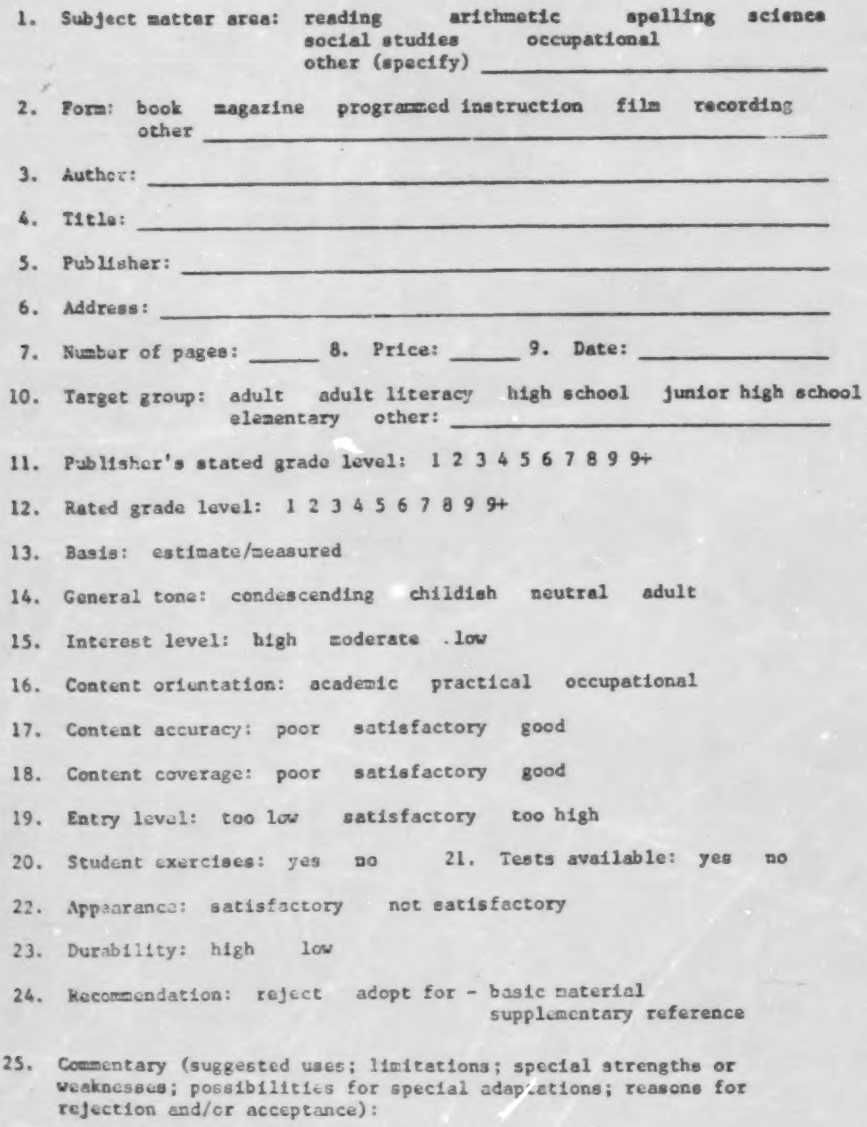
[1] R.J. Ast, Instructional materials for effective adult basic education. In T.A. Ryan (Ed.), Collection of papers prepared for 1970 national seminars: Adult basic education in corrections. Honolulu: University of Hawaii, Education Research and Development Center, 1970. Pp. 6-20.

The materials are critical to the effectiveness of the instructional process. Hill (1971) recommends maintaining on a continuing basis a bibliography of materials. This serves the purpose of weeding out items which meet the selection criteria, using a checklist similar to that shown in Figure 13, but which do not prove to be effective in the instructional program. A rating form suggested by Hill (1971) is given in Figure 15.



1. Subject matter area: reading arithmetic spelling science
social studies occupational
other (specify) ______________________

2. Form: book magazine programmed instruction film recording
other ______________________

3. Author: ______________________

4. Title: ______________________

5. Publisher: ______________________

6. Address: ______________________

7. Number of pages: _____ 8. Price: _____ 9. Date: __________

10. Target group: adult adult literacy high school junior high school
elementary other: ______________________

11. Publisher's stated grade level: 1 2 3 4 5 6 7 8 9 9+

12. Rated grade level: 1 2 3 4 5 6 7 8 9 9+

13. Basis: estimate/measured

14. General tone: condescending childish neutral adult

15. Interest level: high moderate low

16. Content orientation: academic practical occupational

17. Content accuracy: poor satisfactory good

18. Content coverage: poor satisfactory good

19. Entry level: too low satisfactory too high

20. Student exercises: yes no 21. Tests available: yes no

22. Appearance: satisfactory not satisfactory

23. Durability: high low

24. Recommendation: reject adopt for - basic material
supplementary reference

25. Commentary (suggested uses; limitations; special strengths or weaknesses; possibilities for special adaptations; reasons for rejection and/or acceptance):

Figure 15. Form for Rating Teaching Materials[1]

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[1] Hill, L.A. Materials and technology for adult basic education in corrections. Honolulu: Education Research and Development Center, University of Hawaii, 1971. (mimeo)

One of the most important tasks facing the teacher or supervisor of education in corrections is the identification and acquisition of hardware and software. The materials dealing specifically with and prepared purposefully for adult basic education in corrections are limited or nonexistent. However, there is a wealth of adult basic education materials which should be considered, evaluated, and, when appropriate, used either directly or adapted for use with the offender population. In considering hardware and software for possible use in the adult basic education in corrections program it is important to study each item as thoroughly as possible.

Udvari (1972) lists four sources of resource information on hardware and software:

1. Audiovisual Market Place: A Multimedia Guide (Weber, 1971).

2. A Guide to Educational Media (Rufsvolg and Guss, 1971).

3. Audio-visual equipment directory (National Audio Visual Assoication, Evanston, Illinois. Issued annually).

4. ERIC Clearinghouse on the New Educational Media (Stanford University, Palo Alto, California).

A list of publishers from which adult basic education materials can be obtained is given by Hill (1971):

Allied Education Council, 5533 Woodlawn Avenue, Chicago, Illinois 60637.

Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02110.

American Education Publications, Education Center, Columbus, Ohio 43216.

Appleton-Century-Crofts, Inc., 440 Park Avenue, South, New York, New York 10016.

Argyle Publishing Corp., 605 Third Avenue, New York, New York 10016.

Barnell Loft, Ltd., 111 South Centre Avenue, Rockville Centre, New York 11570.

Behavioral Research Laboratories, Box 577, Palo Alto, California 94302.

California Test Bureau, Del Monte Research Park, Monterey, California 93940.

Cambridge Book Co., Inc., 488 Madison Avenue, New York, New York 10022.

Campus Book Store, 1245 "R" Street, Lincoln, Nebraska 68508.

Columbia University Press, 562 West 113 Street, New York, New York 10025.

Croft Educational Services, 100 Garfield Avenue, New London, Connecticut 06320.

Daughters of the American Revolution, DAR Manual for Citizenship (No Cost).

The Economy Co., 1901 North Walnut, Oklahoma City, Oklahoma 73105.

Fearon Publishers, 6 Davis Drive, Belmont, California 94002.

Follett Publishing Co., 1010 W. Washington Boulevard, Chicago, Illinois 60607.

Grolier Educational Corp., 845 Third Avenue, New York, New York 10022.

Harcourt Brace Jovanovich Inc., 757 Third Avenue, New York, New York 10017.

D.C. Heath and Co., 125 Spring Street, Lexington, Massachusetts 02173.

Henkle Audio-Visual, Inc., 227 North 11th Street, Lincoln, Nebraska 68508.

Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York, New York 10017.

Houghton-Mifflin Co., Educational Division, 110 Tremont Street, Boston, Massachusetts 02107.

Immigration and Naturalization Service, Room 8411, New Federal Building, Omaha, Nebraska 68102.

Institute of Modern Languages, Inc., Publications Division, 2125 "S" Street, N.W., Washington, D.C. 20008.

Instituto Mexicano Norteamericano, Hamburgo 115, Mexico 6, D.F.

Lyons and Carnahan, Inc., 407 East 25th Street, Chicago, Illinois 60616.

MacMillan Co., 866 Third Avenue, New York, New York 10022.

McGraw-Hill Book Co., 330 West 42nd Street, New York, New York 10036.

Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216.

University of Michigan Press, 615 East University, Ann Arbor, Michigan 48106.

Modern Sound Pictures, Audio Visual Division, 1410 Howard Street, Omaha, Nebraska 68102.

New Readers Press, Box 131, Syracuse, New York 13210.

Noble and Noble, Inc., 750 Third Avenue, New York, New York 10017.

Oxford Book Co., Inc., 387 Park Avenue South, New York, New York 10016.

Reader's Digest Services, Inc., Educational Division, Pleasantville, New York 10570.

Regents Publishing Co., 630 Fifth Avenue, New York, New York 10020.

Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

Scott, Foresman and Co., 1900 East Lake Avenue, Glenview, Illinois 60025.

Silver Burdett Co., 250 James Street, Morristown, New Jersey 07960.

Steck-Vaughn Co., Post Office Box 2028, Austin, Texas 78767.

Stephenson School Supply Co., 935 "O" Street, Lincoln, Nebraska 68508.

Warp Publishing Co., 325 North Colorado Avenue, Minden, Nebraska 68959.

Xerox Education Group, 1200 High Ridge Road, Stamford, Connecticut 06903.

Following are additional commercial sources of adult basic education materials on specific topics within the field.[1] Materials listed here might be used directly or indirectly in developing the adult basic education in corrections curriculum:

Programmed Instruction

Addison-Wesley Publishing Co., Inc., Reading, Massachusetts 01867.

American Educational Research Association, 1126 16th Street, N.W., Washington, D.C. 20036.

Educational Development Laboratories, Inc., Division of McGraw-Hill, Inc., 284 Pulaski Road, Huntington, New York 11744.

Educational Testing Service, Princeton, New Jersey 08540.

Fund for the Advancement of Education, 477 Madison Avenue, New York, New York 10022.

Institute of Educational Research, 2900 M Street, N.W., Washington, D.C.

National Academy of Science, National Research Council, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.

National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036.

National Society for the Study of Education, 5835 Kimbark, Chicago, Illinois 60637.

U.S. Government Printing Office, Superintendent of Documents, Washington, D.C. 20402.

Varian Associates, 611 Hansen Way, Palo Alto, California 94304.

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[1] Ryan, T. A. (Ed.) Model of Adult Basic Education in Corrections, San Dimas, California. Honolulu: Education Research and Development Center, University of Hawaii, 1970. Pp. 82-89.

Washington Square Press, 630 Fifth Avenue, New York, New York 10020.

John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10016.

Educational Technology

American Book Company, 450 West 33rd Street, New York, New York 10001.

Chandler Publishing Co., 124 Spear Street, San Francisco, California 94105.

Thomas Y. Crowell Co., 201 Park Avenue,South, New York, New York 10003.

Davis Publications Inc., 50 Portland Street, Worcester, Massachusetts 01608.

DuArt Film Labs.; Inc., 245 West 55th Street, New York, New York 10019.

E & I Printing Company, Austin, Texas.

Edward Feil Productions, 1514 Prospect Avenue, Cleveland, Ohio 44115.

Litton Industries Film Library, 9370 Santa Monica Boulevard, Beverly Hills, California 90210.

National Audio-Visual Association, Inc., 3150 Spring Street, Fairfax, Virginia 22030.

National Education Association, Department of Audiovisual Instruction, 1201 16th Street, N.W., Washington, D.C. 20036.

Walter G. O'Connor Co., 100 North Cameron Street, Harrisburg, Pennsylvania 17101.

Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632.

The Ronald Press, 79 Madison Avenue, New York, New York 10016.

Sidale Publishing Co., 2525 W. 8th Street, Los Angeles, California 90804.

Technicolor Corp., 1300 Frawley Drive, Costa Mesa, California 92627.

U.S. Government Printing Office, Superintendent of Documents, Washington, D.C. 20402.

John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10016.

Teaching Methods and Materials

American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036.

Association Press, 291 Broadway, New York, New York 10007.

California Test Bureau, Del Monte Research Park, Monterey, California 93940.

Center for the Study of Liberal Education for Adults, 138 Mountfort Street, Brookline, Massachusetts 02146.

University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637.

Dover Publication, 180 Varick Street, New York, New York 10014.

Educational Services, 1730 Eye Street, N.W., Washington, D.C. 20036.

Fleet Printing Co., Vancouver, Washington 98660.

Garrard Publishing Co., 1607 North Market Street, Champaign, Illinois 61820.

National Association for Public School Adult Education, 1201 16th Street, N.W., Washington, D.C. 20016.

Odyssey Press, 4300 West 62nd Street, Indianapolis, Indiana 46268.

Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632.

In the delivery system model define hardware and software and describe the importance of this function in deciding on strategies to achieve the instructional objectives. List hardware and software which are available or are to be produced locally to implement the total adult basic education curriculum in the correctional setting. Give criteria for selection. In the curriculum guides, to be produced in (6.2.2), guidelines will be given for selection of software appropriate to each particular curriculum, and the items to be used in the curriculum will be listed, with an indication whether or not the item is available or to be obtained through purchase, rental, or local production. Description of the way in which each item will be used in each particular curriculum will be indicated.

DESCRIBE MOTIVATION (6.2.1.4.5). Motivation techniques are those extrinsic or intrinsic actions, objects, or factors which make the individual want to accomplish the goals of adult basic education.

Motivational techniques must be high priority considerations in the correctional setting. Most learners are dropouts and do not value educational achievement to the same degree as in normal situations. Motivation techniques must be selected and implemented as integral elements in the curriculum. There is no other single element as critical to the success or failure of the learning process in corrections as motivation. Swyhart (1970) stated:

> After an individual has matured to the point where he can be classified as an adult, and he hasn't learned to read and write, it is very difficult to convince him that now is the time to learn. The typical inmate response upon being approached is 'I've made it for forty years without learning to read 'n write, why change now!' What is needed to overcome this barrier is a magnet--a lure--a motivating force (p. 553).

Motivation will not happen by chance or osmosis. Techniques for motivation of the learner must be planned. Essentially this is a selling job. Baker (1972) provides a parable to define one of the most viable of the motivating techniques:

> Teachers are constantly exhorted to "sell" programs; however it would be well to follow the example of the successful salesman, who, when asked what his sales formula was, replied, "I don't sell, I just get my customers to *buy*. I use the musical method . . . . I use the opera Aida as the basic development of my working philosophy."
>
> First, get their ATTENTION, then stimulate INTEREST, arouse DESIRE, and finally compel them to ACTION. (p. 18)

There are options for motivational techniques which include application of a combination of stimulating instructional techniques and hardware/software. The relationship between motivation, methods/techniques, and hardware/software is shown in the flowchart model (Supplementary Figure) by the signal paths between these functions. Motivational techniques also include the more subtle techniques of behavior modification through reward systems and climate control. Behavior modification by rewards involves identifying the behavior to be modified in each individual, deciding what rewards would be relevant, establishing rewards for each modification objective, recording progress, and giving the reward when the goal is achieved. The relevancy of rewards will vary greatly among individual students. One may respond very positively to monetary rewards whereas another may respond best to a non-monetary privilege. Favorable psychological and physical climatic conditions in the classroom also will motivate learners to at least be present for the learning experiences. Teacher-learner relationships also affect motivation. Woodward (1970) lists the following points to consider in planning motivational techniques for offenders:

1. Try to determine what the person's interest is and build on this.

2. Give the person an opportunity to experience success frequently.

3. Plan ahead by putting a time limit on the achievement of goals to be sure goals are accomplished and not just there in fantasy.

4. Use successful persons in different fields as models.

Individual behavior is characteristically a group phenomenon. Human beings in general are motivated to act in certain ways by factors which are influenced by their immediate reference group (Wells, 1970). Making learning a status activity in the peer culture can help motivate offenders to participate in adult basic education. Barrett (1972) has identified four elements that are keys to good learning situations and which contribute to learner motivation: (1) ample student activity; (2) opportunities to exhibit behavior; (3) realistic environments; and (4) satisfaction of learners' needs. Offenders in correctional settings have had a history of failures in public education. Providing opportunities for success in achieving educational objectives is important in developing motivation to learn.

Keeney (1970) stresses the need for seeing that each learner "has a successful experience the first day and experiences some feeling of accomplishment and success each day (p. 291)."

In DESCRIBE MOTIVATION (6.2.1.4.5) in the delivery system model, tell what motivation is, and describe the importance of this element in the adult basic education in corrections curriculum. List guidelines and techniques for motivating learners in corrections. In the curriculum guides to be produced in (6.2.2) specific motivating techniques to be applied in the particular curriculum will be listed.

EVALUATE CURRICULUM (6.2.1.5). Evaluation is the process of assessing worth or ascribing value to a person, object, action, or system. This is accomplished by gathering objective measurement data on the outcomes following planned intervention, and interpreting these results in light of the elements or factors involved in the intervention. The evaluation of the curriculum is made by measuring the outcomes in terms of learner behaviors, following and during the implementation of the planned program. These results are interpreted in terms of the strategies which were applied (6.2.1.4) to achieve the goals, subgoals, and objectives specified in (6.2.1.3). There are two kinds of evaluation: formative and summative. Formative evaluation is on-going, continuing evaluation made during the time the curriculum is being implemented; it serves the purpose of directing immediate changes or modifications in the strategies for achieving objectives. Summative evaluation is accomplished at the end of the curriculum, and gives interpretation of the relative worth of the total curriculum as well as an indication of the contribution of each element to achievement of the instructional goals. Both types of evaluation should be made. After strategies for achieving the instructional objectives are considered, the next step is to consider approaches to be taken to accomplish both formative and summative evaluation.

Evaluation of the curriculum, both as an on-going and as a terminal procedure, is important since it is from the results of evaluation that modification can be made in the curriculum to improve it and that quality control can be achieved. This function of quality control is shown in the flowchart model by the feedback from EVALUATE CURRICULUM (6.2.1.5) to DEFINE INSTRUCTIONAL GOALS, SUBGOALS, OBJECTIVES (6.2.1.3) and to DESCRIBE STRATEGIES FOR ACHIEVING OBJECTIVES (6.2.1.4). This indicates that evaluation results may cause changes in other goals, subgoals, and objectives, or modifications in the strategies to achieve the objectives.

In the delivery system model, tell how the evaluation of the curriculum will be made. The plan for gathering pre- and posttest data and all other measurements that will be taken to determine the effectiveness of the curriculum should be described.

PRODUCE CURRICULUM GUIDES (6.2.2)

A guide is an operational plan. A curriculum guide is an operational plan for achieving determined learner outcomes as a result of planned intervention, identifying alternative strategies for achieving these objectives, selecting or creating the strategies to be implemented in the form of created and contrived learning experiences and environments, and strategies for evaluating effectiveness of the plan. In (6.2.1) all of the elements or functions which must be combined to make a curriculum are considered. This process involves defining, discussing, and describing the elements and identifying their relationships. The five elements which must be combined to create a curriculum are the learners, the philosophy of instruction, goals, subgoals, and objectives of instruction, strategies to achieve the instructional objectives, and strategies for evaluating the curriculum. Consideration of the curriculum, as it is accomplished in the subsystem CONSIDER/DESCRIBE CURRICULUM ELEMENTS (6.2.1) is the process of analysis. In the next subsystem, PRODUCE CURRICULUM GUIDES (6.2.2), the elements which were identified and described in (6.2.1) are synthesized into curriculum guides. The delivery system model is a model of a total adult basic education in corrections curriculum for a particular correctional institution or setting. This total curriculum will be made up of a number of parts, each of which is defined as a curricular area, or curriculum. There may be a Self Realization Curriculum, or a Social Relationships Curriculum. For each separate curriculum there must be produced a curriculum guide, which will be accomplished by synthesizing separate booklets, manuals, or handbooks, one for each curriculum area.

The subsystem PRODUCE CURRICULUM GUIDES (6.2.2) is accomplished by making a separate guide for each curriculum. Each curriculum guide will be made up of three parts: GIVE CURRICULUM OVERVIEW (6.2.2.1); PRODUCE UNITS (6.2.2.2); and PRODUCE LEARNING EXPERIENCES/TASKS (6.2.2.3).

GIVE CURRICULUM OVERVIEW (6.2.2.1). This part presents an overview of the curriculum and gives the parameters for the particular curriculum area. The following sections are included in Part I:

1. Research Principles. This is a listing of the research principles and findings from studies dealing with learning, social interaction, and human growth and development that are relevant to the learners and the curriculum area. The information is obtained from the delivery system model, subsystem (6.2.1.1).

2. Instructional Philosophy. This is a statement of the philosophy which will guide the development and implementation of this particular curriculum. The information is obtained by synthesizing thinking of the designers with that from the delivery system model, subsystem (6.2.1.2).

3. Goals, Subgoals, Objectives. This is a section which includes the written definitions of the goals of adult basic education in corrections which apply to the particular curriculum. The goal definitions are stated in the delivery system model in subsystem (6.2.1.3). The subgoals for the curriculum are defined by following the directions given in (6.2.1.3). The subgoals should define the knowledge, understanding, skills, attitudes, and values to be developed or acquired by the learners as a result of the learning experiences and environments provided in the particular curriculum. The subgoals will be defined as follows: to know . . .; to understand . . .; to have skill in . . .; to feel . . .; to value . . . . Behavioral objectives are stated for the curriculum. These objectives describe the learner behaviors, specify the conditions, and state the criteria for accomplishment.

4. Strategies for Achieving Objectives. This section describes the way in which a teacher or instruction-related staff member can develop and select strategies for achieving the stated objectives. The information comes from (6.2.1.4) in the delivery system model. The section consists of four parts, and prescribes a procedure which will allow for flexibility and provide many options to the learners.

a. Scope and sequence. Give the scope and sequence for the curriculum. This can be done in a scope and sequence chart, by listing the concepts or curriculum elements, including knowledges, skills, and attitudes to be developed or acquired, and plotting these on a time line. When this is done, it is possible to identify the major areas, which will constitute the *units* that make up the curriculum.

b. Methods and techniques. The second section identifies and lists methods and techniques that can be used with this particular curriculum for the intended learner group.

c. Hardware/software. The third section identifies and lists hardware and software appropriate for use with the particular curriculum for the intended learner group.

d. Motivation. The fourth section identifies and describes motivating techniques that will be appropriate for the learner group with the particular curriculum.

5. Evaluate Curriculum. This section describes the procedures to be used for evaluating the curriculum. The evaluation should include ongoing, or formative, assessment of effectiveness, as well as summative, or total assessment after the curriculum has been used for a specified time.

This section is important since this is the part of the curriculum guide which serves a self-instructional purpose for each user. Essentially this is the section which gives the rationale for the way the curriculum is developed, and orients the user to the way in which the guide can be used to insure flexibility and meet individual needs of learners in correctional institutions for adult basic education.

In the separate curriculum guide this subsystem is accomplished by giving the Overview of the Curriculum. Do this by including five sections: Research Principles; Instructional Philosophy; Curriculum Goals, Subgoals, and Objectives; Strategies for Achieving Objectives; and Curriculum Evaluation.

PRODUCE UNITS (6.2.2.2). This section contains the introductory description identifying the units in Part II, and describing the ways in which teachers can achieve flexibility through use of different options or combinations to implement the unit objectives.

A unit is an organized sequence of learning experiences on a specified content area, to achieve a defined learning objective. Instructional units are made up of a number of elements. The instructional units are achieved through synthesis of behavioral objectives, instructional strategies, and measurement/evaluation procedures into an organized and practical format. The units are the plans to be used by learners and staff on a day to day basis for implementing and achieving all the philosophies, goals, and objectives of the curriculum. A unit is part of the curriculum and is made up of a number of lessons. A lesson is the continuous portion or part of teaching given to the learner or group of learners at one time to achieve a defined behavioral objective. Each lesson contains a behavioral objective, the strategies for achieving the objective including hardware/software, motivating techniques, and learning experiences or tasks. A learning task is an activity designed purposefully to provide the learner an opportunity to develop the behaviors specified in the lesson objective. A lesson can be varied an infinite number of ways by rearranging or substituting learning experiences or tasks. Subsystem PRODUCE LEARNING EXPERIENCES/TASKS (6.2.2.3) results in a pool of learning tasks which are combined in the third part of the curriculum guide. The teacher can change any lesson by changing the learning tasks, or by substituting or adding tasks from the pool of tasks held in Part III of the Guide. The learning tasks are made up by describing the methods/techniques implemented by the teacher in relation to hardware/software and the learner.

It is important for format used in organizing the instructional unit to provide for combining selected subgoals and behavioral objectives (6.2.1.3), selected strategies for achieving objectives (6.2.1.4), and unit measurement/evaluation (6.2.1.5) into the most effective plan for bringing about the desired changes in behaviors of the learners. The unit format must provide for flexibility and constant revision as program objectives and learner needs change and new technologies are contrived and become available.

One format for a unit is shown on the following pages. This format has the advantage of relating teacher and learner activities. It has the disadvantage of being overly complex. A more simplified version of a unit format provides for a one page overview including subgoals and objectives, sequential list of lessons included in the unit, the essential hardware/software items required, the main methods/techniques employed, the main motivating techniques used, and the unit evaluation procedure. This is followed by the set of lessons. One type of format is illustrated on pages 156-167.

Sample Unit Plan

Unit VIII

Topic: Making Out an Application Blank

Time - 5 teaching days

Suggested Topics

See Resource Uni

1. Objectives: The Specific Concepts of Unit or Lesson

   To acquaint students with the kind of information generally requested in application blanks; to develop in students the skills necessary to fill out application blanks

2. Preparation: The Specific Means for Teaching and Testing

   Guiding questions to elicit response and discussion. Language practice and testing exercises, arithmetic problems, content for related subject area teaching, etc. Gathering and/or reproducing application blanks.

3. Teaching Aids: The Realia and Other Audiovisual Means Needed to Implement Learnings

   Various kinds of application blanks: For direct job employment, for registration at an employment agency, for admission to housing projects, for a Social Security account number, for library membership, etc.

4. Motivation: Stimulation of Interest

   Looking at (later, studying and practicing filling out) blank application forms.

5. Suggested Content and Order of Each Daily Session

   a. Motivational activities

   b. Discussion for content and vocabulary orientation

   c. Prereading exercises

   d. Reading assignments

   e. Comprehension testing
   f. Writing assignments
   g. Individual reading and workbook activity
   h. Arithmetic, speech, handwriting assignments
   i. Unit summary and evaluation
   j. Individual counseling
   k. Individual tutorial help

6. The Unit Summary

The Unit Summary encompasses expressional activities which summarize and apply the learnings of a lesson or unit.

Filling out individual applications for employment (secured from local business firms), for registration in an employment agency (secured from same), for Social Security account numbers, for admission to public housing

7. The Unit Evaluation

For purposes of teacher planning, every unit should include some means of measuring achievement.

Correction by class of application blanks pictured on screen with opaque projector (or, where students are sensitive about their errors, of composite made up by teacher to include typical errors). Where opaque projector is not available, the same can be done on newspirit or cardboard with a flow pen or magic marker.

LEARNER TASKS AND ACTIVITIES

1. Content Orientation Discussion - growing out of teacher questions:

   a. Why do we need to fill out a blank when we apply for a job? When we apply for admission to a housing project? When we apply for library membership?
   b. What does the person reading the blank want to know about us?
   c. What impressions can he get from the way we fill out the blank?
   d. Why is it important to put the information down as clearly and briefly as we can?
   e. What kind of references are most important?
   f. Why is it a good idea to keep a copy of the information we put on an application blank?

2. Vocabulary Orientation (as applicable for individual lessons)

family name
middle name
maiden name
print or type
married
single
widowed
divorced
separated
list employers
work experience
educational history
employment references
personal references
character references
bank references
supply information
previous employment
describe briefly
describe fully
reason for leaving
location of company
out-of-town
night shift
job and duties
dates: from__________ to__________

mailing address
permanent address
temporary address
marital status
age
sex
occupation
signature
telephone number
health
height
salary
special skills
position
applicant
application blank
fill out
names of schools
circle grade completed
elementary school
weight
junior high school
vocational school
length of time
regular line of work
union member

INSTRUCTOR GUIDE

Prereading

1. Content Orientation begins with the "how" or "why" question directly related to the lesson objective. A teacher may begin with guiding questions and go on to secondary questions or vice versa. Question "a." on the opposite page is an example of a guiding question planned to lead to free conversation or discussion. Question "b." is an example of a secondary question designed to elicit information responses. With a slow group it is often advisable to use secondary questions which build up to the key question. It may also be necessary to use "cue" questions, those which contain a cue to the answer in the question as stated.

   Content Orientation - to communicate these concepts: An application blank gives a picture of the person who is applying; it is important to supply all the information clearly and concisely. Questions should guide students towards an identification of the kinds of information requested on blanks.

2. Vocabulary Orientation
   With native-born students, vocabulary orientation focuses on reading readiness. The recognition of words that will be encountered in the text is the teacher's primary concern. Free conversation may contain many words not included in the reading readiness vocabulary. In his role as leader, however, the teacher will guide the discussion to include the anticipated reading words. It is these words that the teacher or students, if they feel confident enough to do so, writes on the chalkboard when they arise in the discussion. It is these words that the teacher points to each time they are mentioned to establish further visual, auditory, and conceptual associations. It is these words that form the basis for the word attack and vocabulary building exercises that follow.

   Vocabulary Orientation - Introduction of reading vocabulary on the chalkboard as the words arise in discussion. It is usually advisable to introduce no more than five new words in each daily reading session. Whenever possible, new vocabulary should be presented in phrases. See opposite page for examples.

LEARNER TASKS AND ACTIVITIES

3. Preparatory Recognition Exercises

a. See the similarities:
locate, location
complete, completion
separate, separation
describe, description
apply, applicant, application
occupy, occupant, occupation
employ, employer, employment
refer, reference
sign, signed, signature
marry, married, marriage
marital

b. Underline all the words on the board that end in al.
(personal, marital,
educational, occupational,
vocational)
What do you think the al means?
(about)

c. Underline all the words on the board about references;
about schools or education;
about marital status.

d. Choose the right word to finish the sentence:
If I have a wife (or a husband), I am
________. (single, married, widowed)
Employment references are references
about my ________. (work, education,
character)
Personal references mean references from
________. (employers, unions, people
who know me)

4. Vocabulary Building Drills

a. Draw a line between the words that mean the same:

previous	former
salary	job
work history	duties
position	wages
responsibilities	work experience

b. Draw a line between the words that mean the opposite:

present	temporary
night shift	completely
briefly	single
permanent	previous
married	day shift

INSTRUCTOR GUIDE

3. Preparatory Recognition Exercises

Sight recognition needs to be reinforced by word study skills:

a & b. For recognition of structural elements in words
These may include exercises in recognizing common beginnings or endings of words, similar consonant clusters (true, truth; clam, clamp), the use of prefixes, suffixes, roots, the vowel change effected by the addition of e (hat, hate), or varied word families (silent g, silent k, le words, etc.). For applicable exercises, see *Guide to Suggested Drill Activities*.

c. For conceptual recognition
Conceptual recognition means recognition of words in context. Many devices may be used for this kind of reinforcement; Finding the word in the text to answer a specific question, finding words in the text to group topically (grocery, milk, eggs; also see example on opposite page), finding words in the text with similar syllabic or phonetic elements, and so on.

d. For word discrimination
Variety of drill is essential both to maintain interest and to test application of learnings. Fill-ins, true-false questions, etc., may supplement the multiple choice exercises suggested on opposite page.

4. Vocabulary Building Drills

Word building exercises are planned to broaden the range of the meaning (and recognition) vocabulary. The exercises on the opposite page do this through recognition of synonyms and antonyms and through practice in supplying original vocabulary alternatives. Other exercises use the addition of prefixes or suffixes to illustrate the way words may actually be built.

LEARNER TASKS AND ACTIVITES

(Vocabulary Building Drills Continued)

c. Can you think of two other words that mean the same as these words?
Example: Occupation - job,
position

salary	(wages, earnings)
location	(address, place)
previous	(former, past)
brief	(short, quick)
completed	(finished, ended)

d. Can you think of two other words that mean the opposite as these words?

separated	(together, united)
elementary	(advanced, difficult)
previous	(present, current)

5. Language Skills

a. Look at these:
apply, applied
reply, replied
supply, supplied
marry, married
employ, employed
stay, stayed
pray, prayed
play, played

Can you figure out the rule? When the y follows a vowel (a,e,i,o,u) we make the past time word by adding ed. When it follows a consonant (the other letters in the alphabet) we change the y to i.

Put these words into past time:
hurry ________
sway ________
stray ________
try ________
marry ________

b. The past time here is different.

pay	paid
say	said

Use each of the underlined words in a sentence.

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5. Language Skills
Language skill development is concerned with correct usage or grammar. For native Americans, the program concentrates on the elimination of common substandard deviations. Practiced prior to actual reading, language skill development serves as a further aid in recognition.
Practice techniques may include flashcard word, phrase, or sentence-sense drills, transformation drills (change present to past time, singular to plural, etc.), oral or written fill-ins, multiple choice questions, language games, etc.

LEARNER TASKS AND ACTIVITIES

6. Text

Application blanks and/or parts of application blanks; for example:

JOB APPLICATION

Date______________ 19____

NAME______________________ ______________________ ______________
(last) (first) (initial)

ADDRESS__________ ______________________________
(number) (street)

______________________ ______________________
(city) (state)

AGE______________ SOCIAL SECURITY NO.______________________

EXPERIENCE:

Dates	Employer	Type of Job

7. Comprehension Testing

a. Do most applications ask us to write above or below the line?
b. Which application asks us to print or to type?
c. What do we write in the little boxes like these that we find in some application blanks?

d. Which application does not require character references? Why not?
e. What do you think would be a good character reference?

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6. Text
   Reading content must be related to the adult needs, interests, and experiences of the students. The material - in both substance and vocabulary - must be familiar, a recapitulation, practically, of what has been discussed and learned during the preparatory part of the lesson.

   The section of the application blank includes the vocabulary of the first lesson in this unit--words related to name, address, age, sex, and marital status, and directions about inserting the information. Subsequent lessons may use sections covering the vocabulary of work experience, educational history references, etc. Still later lessons may offer practice opportunities in reading application blanks which differ in format or in purpose.

7. Comprehension Testing
   Comprehension testing is part of every reading lesson. The testing may be oral or written. It may range from questions testing the identification of words in the text to requests for summarizations of paragraphs or stories.

   The Guide to Suggested Drill Activities includes a variety of comprehension testing exercises.

LEARNER TASKS AND ACTIVITIES

8. Writing

   a. Make a list of the information that is important in most application blanks (name, age, address, references).

   b. Make a list of the information that is important in an application for housing (above, plus previous addresses, salary, name and address of present employer, marital status, number of people in family, etc.).

   c. Make a list of information that is important in an application for a job (above, plus employment experiences, education, health, etc.).

   d. Print your name.
   Print your address.
   Fill out these two lines in print:

   First name Middle name Last name

   Mailing Address (Number and Street) City State

   e. Take turns going to the board and filling out parts of the application blanks printed there.

   f. Practice filling out the mimeographed copies of the application blanks.

9. Individual Reading and Workbook Activities

   Recommended texts, readers, etc, should be listed here.

INSTRUCTOR GUIDE

8. Writing

Writing activities should be integrated with the concepts and vocabulary of the reading lesson. The writing vocabulary is not necessarily the same as the reading vocabulary. Concentration is on the words the student is likely to use in his writing experiences in and out of class. The reading material should contain (but will usually exceed) the writing vocabulary. Continued exposure to words in the text and practice with them in sentence dictation and other situations in and out of the classroom serve to accelerate spelling facility.

Dictation consists of short sentences with familiar concepts and vocabulary. Original writing may supplement dictation in later stages.

> The writing exercises on the opposite page illustrate the use of realia for writing practice in situations related to the lesson learnings.

9. Individual Reading and Workbook Activities

These are continuing activities planned on an individual basis. Differing abilities and learning rates will determine the materials used by individual students.

Formats for lesson plans vary, just as unit formats differ. Three examples of lesson plans are shown in Figures 16, 17 and 18.

Curriculum: Service Station Sales and Operation

Unit: Job Application and Interview Procedure

Lesson: Job Application Forms and Interviews

LESSON OBJECTIVES:
1. Be able to fill out job application forms according to industries' standards.
2. Be able to demonstrate poise in a job interview.
3. Be able to recognize characteristics of good personal references.

MEDIA/METHOD:
1. Tape record simulated interviews.
2. Filmstrips: Union Oil, Wanted Gasoline Salesman, Who Wants Joe, Your Attitude Is Showing.
3. Film: Science Research Associates, Help Wanted.
4. Illustrated lecture.
5. Transparencies application forms.
6. Simulation task: fill out job application forms.
7. Video tape: simulated interviews.

REFERENCES:
1. Business Outline Series, California State Department of Education, Bureau of Business Education, Human Relations and Securing a Job.
2. California State Department of Business Education, Service Station Salesman.
3. University of Texas, Services Rendered in a Service Station and The Modern Service Station.

MATERIAL AND EQUIPMENT:
1. Dittoed lesson outlines.
2. Samples of various job application forms.
3. Tape recorder.
4. Film projector.
5. Film strip projector.
6. Programmed booklet How to Get a Job.
7. Shell Oil Company Personal Selection Kit.
8. Humble Oil Company Merchandising Manual.
9. Examples of good and poor personal references.

MOTIVATIONAL FACTORS:
1. Invite graduate to speak to class on advantages of proper job interview techniques.
2. Role playing.

PRESENTATION:
1. Use lecture-discussion.
2. Show illustrations using transparencies.
3. Tape record individual interviews and play back.
4. Show films and filmstrips demonstrating interviewing techniques.

APPLICATION:
1. Student fills out application for on-the-job placement to gain experience.
2. Student applies learning outcomes from this instruction immediately by interviewing for on-the-job placement in work experience program.

EVALUATION:
1. Evaluation of completed application forms.
2. Evaluation of taped simulated job interview.
3. Oral discussion of subject material.

Figure 16. Overview of Lesson Plan for Job Application Forms and Interviews.

Curriculum: Service Station Sales and Operation

Unit: Job Application and Interview Procedure

Lesson: Job application forms and interviews

Lesson Objectives	Media/Method	References	Materials and Equipment
To be able to fill out job application forms. To demonstrate poise in a job interview. To recognize characteristics of good personal references.	Tape record simulated interviews. Film, Science Research Associates: Help Wanted Filmstrips, Union Oil: 1. Wanted Gasoline Salesman 2. Who Wants Joe? 3. Your Attitude Is Showing Illustrated lecture Transparencies of application forms Simulation task: Fill out job application forms Video tape of simulated interviews	Business Outline Series, Calif. State Dept. of Educ., Bur. Bus. Educ. 1. Human Relations 2. Securing a Job Calif. State Dept. of Educ. Bur. of Bus. Ed. Service Station Salesman University of Texas 1. Services Rendered in a Service Station 2. The Modern Service Station	Dittoed lesson outlines. Samples of various job application forms. Tape recorder. Film projector. Film strip projector. Programmed booklet: How to Get a Job Shell Oil Company Personal Selection Kit Humble Oil Company Merchandising Manual Examples of good and poor personal references

Figure 17. Lesson Plan for Job Application and Interviews.

Curriculum: Language

Lesson No. #1

Units

Cn = Conversation
L = Labels
V = Verbs
C = Colors
Q = Questions
O = Opposites
P = Prepositions

Date October 22, 1971

Instructor John Jones

Location Podunk

Objective: Given 2 hours instruction on oral communication, the learner will be able to ask a question of another learner, identify correctly 3 out of 4 colors, identify 8 out of 10 names of objects, and describe correctly the activity illustrated in 2 out of 3 picture cards, within 15 minutes.

Unit	Task	Hardware/Software	Time
Q	What? T_3 Dialogue	Flannelboard figures of persons at work	30 min
C	Red and Blue T11 Show - me	Box of colored objects	30 min
L	Names T25 word drill	Picture flashcards	30 min
V	Comprehension T14 Tell me all	Pictures of men working	30 min

Lesson Motivation: Use reward through verbal praise, "That's good" or "fine" for correct responses.

Lesson Evaluation: Performance test. Observe and record responses to the following:

1. Tell learner to ask another pupil a question (1 out of 1)
2. Show 4 different colors. Ask learner to identify (3 out of 4).
3. Show 10 objects. Ask Learner to identify (8 out of 10).
4. Show 3 picture cards. Ask Learner to identify (2 out of 3).

Figure 18. Sample Lesson Plan.

The relationship of lesson to unit to curriculum is shown in the example of a lesson plan in Figure 18. Examination of Figure 18 reveals that the Language Curriculum is made up of seven units: conversation, labels, verbs, colors, questions, opposites, and prepositions. In developing this particular curriculum the scope of the curriculum was defined in terms of knowledge, skills, or attitudes related to the seven areas represented by the units. The units are implemented in the lessons, which are geared to the accomplishment of a particular behavioral objective. Each lesson is made up of a number of learning tasks, each of which relates to a particular unit. The tasks are selected from a large pool of tasks related to the units, and combined to make a meaningful lesson to accomplish the objective and maintain learner motivation.

The important process of selecting the most effective instructional options for achieving each objective must be accomplished. Selection of technique and media options can be done by using decision-making guides such as those depicted in Figures 19 and 20.

	Decisional Factors		
Techniques*	Sensory Appeal	Relevant Learning Processes	Practical Advantages
Lecture	Sound, sight	Information, comprehension	Handle large groups. Fast way to cover large amount of material
Group discussion	Sound, sight	Information, synthesis, analysis, evaluation	Involves students in decision-making
Student reports	Sound, sight, touch	Information, comprehension	Involves students
Field trips	Sound, sight, touch, smell, taste	Information, analysis, comprehension, synthesis, application, evaluation	Practical experience with real thing
On-the-job training	Sound, sight, touch, smell, taste	Information, analysis, comprehension, synthesis, application, evaluation	Practical experience with real thing
Team training	Sound, sight, touch, smell	Information, synthesis, comprehension	Allows for greater specialization and flexibility. Maximum efficiency
Programmed learning	Sound, sight, touch	Information, application, analysis, synthesis, evaluation, comprehension	Learner can proceed at his own pace. Immediate reinforcement
Demonstration	Sight, sound, touch, smell	Information, analysis, evaluation, comprehension	See how to perform a given task

* Additional techniques which may be developed are role playing, buzz sessions, panel discussions, guest speakers, group leadership, debates, problem solving, drills, question and answer periods, resource units, and brainstorming.

Figure 19. Decisional Factors in Selecting Instructional Techniques.

	Decisional Factors		
Media*	Sensory Appeal	Relevant Learning Process	Advantages
Educational television	Signt, sound	Information, comprehension	Dramatization. Enables teaching of values, attitudes, and concepts
Mock-ups	Sight, sound, touch, smell	Application, information, analysis, synthesis, comprehension	Spatial relations. Enables the study of dimensions
Slides	Sight, sound	Information, comprehension	Regulates teaching speed
Tapes	Sound	Information, comprehension, analysis, synthesis, evaluation	Individualized instruction. Can utilize human resources
Wall charts	Sight	Information, comprehension	Relationships seen
Transparencies	Sight, sound	Information, comprehension, analysis, synthesis	Relationships seen. A self-teaching device
Animated	Sight, sound	Information, comprehension, analysis, synthesis evaluation	Self-teaching device
Concept and skill trainers	Sight, sound touch, smell	Information, comprehension, application, analysis, synthesis, evaluation	Self-teaching device

* Additional techniques which may be developed are simulators, chalkboard, bulletin board, printed materials, computer-assisted instruction, computer games, single concept films, video tapes and teaching machines.

Figure 20. Decisional Factors in Selecting Instructional Media.

The decision-making guides to selection of techniques and media, shown in Figures 19 and 20, provide for selection on the basis of the decision factors of sensory appeal, relevance of learning processes, and practical advantages. After use of the decision-making guides, selection is made of the best alternatives for techniques and media, and these techniques and media are listed in the unit plan. In a decision-chart, the list of techniques and media should include all known options. Those immediately available can be identified with a code, such as an asterisk. The same type of approach for listing and selecting motivational options can be used. If there are options for changing the scope and sequence of the unit, it is important for these to be listed.

It is important for the unit to include a plan for measurement and evaluation. Instructional measurement and the evaluation instruments and methods to be used are described and included in the units. These include teacher-made as well as commercially produced tests available for most instructional systems. Measurements are not limited to written tests, so staff must consider and include such alternatives as performance and observations as measuring devices.

This part of the curriculum guide containing the units which make up the curriculum is important. The units are the backbone of the curriculum guide and the entire instructional system. There are different formats which can be used to synthesize the elements into the units which make up the curriculum.

In the curriculum guide, in Part II, include an overview of the units and the complete set of units produced to implement the particular curriculum. Each unit will include (1) instructional subgoals and behavioral objectives; (2) set of lessons which incorporate lesson objectives, hardware/software, methods/techniques, motivational techniques, and lesson evaluation; and (3) the plan for unit evaluation. If possible, this part of the curriculum guide should be set off in a distinctive manner since it is the heart of the curriculum. Different colored paper is recommended.

PRODUCE LEARNING EXPERIENCES/TASKS (6.2.2.3). The last part of the curriculum guide consists of a set of learning experiences or tasks related to the curriculum units. A learning experience or task is an activity purposely created to bring about a defined change in learner behavior. The task can involve instructional method, technique, hardware, or software. The tasks are made by innovating or creating activities specifically designed in terms of learner needs and characteristics and the unit objectives. A task may involve all teacher-made hardware/software, may utilize commercially prepared hardware/software, or may be a combination of both.

The tasks are an important part of the curriculum, since is is through this pool of tasks that flexibility and individualization are achieved. By having options beyond those in the planned lessons, the learner and the teacher can modify each lesson to meet individual needs, create motivation, arouse curiosity, and achieve learning objectives. The more tasks, the greater the opportunity for flexibility, and the greater the number of options open to the learner in achieving the learning objectives. The learning sequence can provide for a selection from a number of options.

In the curriculum guide, the section PRODUCE LEARNING EXPERIENCES/ TASKS (6.2.2.3) is completed by including as many tasks as possible. Each task or learning experience should be coded and related to a particular unit.

The development of the curriculum is accomplished by implementing the subsystem DEVELOP CURRICULUM (6.2) through the preparation of separate booklets, handbooks, or manuals, following the procedure described in the delivery system model. The work of producing the guides is accomplished by preparing separate guides, each of which will consist of three major parts: Overview, Units, and Tasks. The Overview includes (1) the set of research findings and basic principles to guide development of the curriculum; (2) curriculum philosophy; (3) curriculum goals, subgoals, and objectives; (4) strategies for achieving objectives, including scope and sequence, methods/ techniques, hardware/software, motivation; and (5) evaluation. The Unit section is made up of the set of units that constitutes the curriculum. The Tasks section contains a pool of learning experiences to provide options in making up lessons to meet individual needs.

IMPLEMENT PROGRAM (6.3)

In the first part of subsystem (6.0), two major functions are performed: (1) management support is provided on a continuing basis through (6.1), and (2) the program is developed in (6.2). The function PROVIDE MANAGEMENT SUPPORT (6.1) is the bridge between the educational program and the management subsystems, in which management is responsible for studying the real life environment (1.0), establishing a philosophy (2.0), assessing needs (3.0), defining management goals, subgoals, and objectives (4.0), formulating a plan (5.0), and evaluating system effectiveness (7.0). The signal paths which flow between the major management subsystems and the management function (6.1) inside the (6.0) function box, serve to link management and instruction in a reciprocal relationship. It can be seen from the flowchart model (Supplementary Figure) that management contributes to the development, implementation and evaluation of the educational program, and at the same time, the education program contributes to management.

The educational program function is made up of three elements: (1) developing a program; (2) implementing the program; and (3) evaluating the program. DEVELOP CURRICULUM (6.2) is the first element in the educational program function. Developing the program consists of (1) deciding on the total adult basic education in corrections curriculum, and providing guidelines for continuing development of guides to implement the total curriculum;

and (2) preparing on a continuing basis the curriculum guides for the content areas of the total curriculum. DEVELOP CURRICULUM (6.2) has two parts: CONSIDER/DESCRIBE CURRICULUM ELEMENTS (6.2.1) in which relevant principles deriving from the management research function (6.1.1) are considered, instructional philosophy is stated, instructional goals, subgoals, and objectives are defined, strategies for achieving the objectives are determined, and the curriculum is evaluated; and PRODUCE CURRICULUM GUIDES (6.2.2) in which curriculum guides for each content area in the total curriculum are produced as separate booklets.

The next step is IMPLEMENT PROGRAM (6.3). To implement the program means to initiate and maintain the instructional system. Implementation of a program is the operation of the instructional system. The program includes the learners, the staff, the facilities, the hardware and software, the physical space, the psychological climate, the learners, and the curriculum. Implementation of the program means putting together in meaningful relationships the program elements and operationalizing this synthesized subsystem in rational, logical fashion. If the program is to prove successful and worthwhile, the potential learners must be identified, selected, and enrolled, and the instructional plan formulated in the curriculum guides must be put into action. The identification, selection, and enrollment of learners entails a systematic screening which is accomplished by testing to gather and analyze information about the potential learners. Before full scale operation of a new or greatly modified curriculum, a pilot test should be carried out to insure the viability of major and minor changes specified in the system design.

Subsystem IMPLEMENT PROGRAM (6.3) is important, since this is the function which converts the thinking and planning of both management and instruction into action. The system mission can be accomplished only if subsystem IMPLEMENT PROGRAM takes place. Without this important element in the total system model, there is only a blueprint on a drawing board. The relation between program development and implementation has been discussed by Johnston (1972):

> The successful implementation of the adult basic education curriculum in a correction institution is totally dependent upon (1) attitude of the administration toward the program, (2) competency and empathy of the instructors, (3) instructional materials selected for use, (4) methods of instruction, and (5) physical facilities at their disposal.
>
> The administration of the correctional institution in the past has placed emphasis on work programs to the detriment of the educational. After working all day, most inmates would choose recreational activities or inactivity in preference to an educational program. Inmates should have a choice between an educational or a work program during the regular day. True, some might choose the education just to get out of work, but this would be a challenge to the instructor to motivate the inmate to further educational goals.

> The selection of the instructor is most important because he must understand the unique characteristics of incarcerated adults, who have all the characteristics of the undereducated adult plus others which resulted in his incarceration. The primary job of the adult educator working in the basic education programs is that of motivation.
>
> Selection of appropriate instructional materials for adult basic education should be determined by asking this question: To what extent does the textbook, workbook, visual aid, or programmed learning system relate to the student, provide for initial success, provide for natural progression, serve a diversity of learning abilities, respect the adult's maturity and his background of experiences, and motivate acquisition of occupational and social skills? There are many other criteria that can be established in the evaluation of materials. No one set of materials currently published could be considered a total instructional system applicable in adult learning situations. It is doubtful whether such material will ever be printed because of the many different learning problems of the adult basic student. Because of this problem there is a great need for the instructor to be able to innovate and create teacher-made materials.
>
> The methods of instruction must be adapted to the basic needs of the individual because of the diversity of environment and experiences of the students involved. Inmates should be encouraged to work with the staff to develop educational programs which will satisfy their individual needs. Individualized instruction may involve a one-to-one teacher-student relationship, programmed learning using books or machines, films or filmstrips, small group activities, and many other innovative relevant situations.
>
> The physical location and arrangement of the classroom are very important in contributing to a pleasant educational atmosphere. Whether it is within the institution or outside, there should be ample room with adult size furniture arranged in such a way that there can be inter-communication between all members of the group, but also provide for individualized activities. The room should have adequate lighting and be air-conditioned for year around use. Many of those in the class have had to do with "second rate" equipment and conditions all of their lives, and it is past time for a change (pp. 22-24).

The subsystem IMPLEMENT PROGRAM (6.3) is made up of three elements: OBTAIN LEARNERS (6.3.1), OBTAIN TESTS (6.3.2), and CONDUCT PROGRAM (6.3.3). In the delivery system model, subsystem IMPLEMENT PROGRAM (6.3) is accomplished by defining the function and telling the importance. Then each element is discussed.

OBTAIN LEARNERS (6.3.1)

The process of obtaining learners involves identification and selection of individuals for whom the program has been designed.

The process OBTAIN LEARNERS (6.3.1) is important because it is through this function that the individuals for whom the program has been designed are brought together with the program. The mere presence of available persons in a correctional institution does not imply either suitability or ability of those individuals to benefit from a specific program. A variety of factors must be considered before a potential learner is allowed to enter a program. The learner must satisfy certain requirements for prior background, physic[illegible]r mental abilities, interest or motivation, and must have available [illegible]ime necessary to complete the program.

Obtaining learners is accomplished through a carefully planned procedure of setting up selection criteria (6.3.1.1), determining which of the potential learners meet these criteria (6.3.1.2), and selecting and assigning those learners for appropriate learning experiences (6.3.1.3). In the delivery system model subsystem OBTAIN LEARNERS (6.3.1) is accomplished by defining and describing the process of obtaining learners. This is followed by detailed consideration of each element in the subsystem.

ESTABLISH SELECTION CRITERIA (6.3.1.1). Selection criteria are the conditions of prior background required for entry into a program, with these conditions determined on the basis of characteristics or factors requisite for successful achievement of program objectives. The conditions are stated in terms of concepts, skills, knowledge, and attitudes, rather than courses previously taken.

Determining selection criteria (6.3.1.1) is an important part of any program operation. In the implementation of any program these criteria must be established or the program is meaningless. Information from the functions DEFINE INSTRUCTIONAL GOALS, SUBGOALS, OBJECTIVES (6.2.1.3) and DESCRIBE STRATEGIES FOR ACHIEVING OBJECTIVES (6.2.1.4) indicate the learning that is to take place. Three areas to consider when establishing selection criteria are: (1) knowledge; (2) skills; and (3) attitudes.

1. Knowledge necessary for attaining behavioral objectives refers to the cognitive, learning readiness factors.

   a. Background knowledge and mental skills of the learner must be adequate for him/her to function effectively in the chosen program.

      Examples: (1) The learner must communicate and demonstrate possession of sufficient basic knowledge to make a successful beginning in the particular curriculum.

      (2) The learner must communicate and demonstrate understanding of basic principles related to the curriculum area.

b. The learning capacity of the learner must be adequate to insure that he/she can profit from instruction.

Examples: (1) The learner must communicate and demonstrate a level of understanding which is considered minimal for success in the particular curriculum.
(2) The learner must communicate and demonstrate ability to think through basic problems so that a successful start in the curriculum can be made.

2. Physical and mental well-being necessary for attaining behavioral objectives refers to the psychomotor factors.

a. The age, strength, size, manual dexterity, and development of the senses of the individual must be adequate for him/her to function effectively in the curriculum.

Examples: (1) The learner must be old enough to obtain a work permit or accept entry employment in an occupational area.
(2) The learner must have sufficient strength and be of the size required to perform physical tasks required in a given curriculum.

b. Mental ability and emotional adjustment of the learner must be sufficient to insure that he/she can profit from instruction.

Examples: (1) The learner is able to maintain mental stability under stress.
(2) The learner is able to adjust to variable conditions.

3. Attitudes and values necessary for attaining behavioral objectives refer to the affective, covert feeling responses.

a. Interpersonal relationships of the learner must be sufficient to insure that he/she can relate with others.

Examples: (1) The learner seeks opportunities to work with others.
(2) The learner derives satisfaction from assisting others.

b. The interest and motivation of the learner are sufficient for him/her to profit from instruction.

Examples: (1) The learner communicates that he/she has a favorable attitude toward the curriculum.
(2) The learner has an appreciation for the craftsmanship of workers within a given occupation.

Determination of criteria for selecting learners for any specific curriculum must be based upon the goals and objectives of the curriculum and assessment of the learners' knowledge, skills, and attitudes which will be required to reach this level of achievement. Streed (1970) states "Inmates involved in basic education must be identified as to their basic educational problems (p. 522)." These standards of background requirements are determined before prerequisite tests can be obtained in (6.3.2), and as a standard of comparison for selection of learners in (6.3.1.3).

In the delivery system model, the function ESTABLISH SELECTION CRITERIA (6.3.1.1) is accomplished by describing how to set up selection criteria, and describing the criteria to be used in selecting learners for the total adult basic education program. Each curriculum area will have a specific set of selection criteria. There is a feedback signal path in the flowchart model from the function ESTABLISH SELECTION CRITERIA (6.3.1.1) to PRODUCE CURRICULUM GUIDES (6.2.2) (Supplementary Figure) because there must be a description in each Curriculum Guide of the minimum requirements for learners to be enrolled in the particular curriculum.

IDENTIFY LEARNERS SATISFYING SELECTION CRITERIA (6.3.1.2). Identifying learners who satisfy the selection criteria is the process of determining which individuals from the total population of potential learners actually have the background knowledge, skills, and attitudes deemed necessary for entering the given curriculum, and will be able to profit from instruction. This process of identifying learners satisfying selection criteria is accomplished through administering the prerequisite test. In (6.3.1.1) criteria were established which indicated potential for learning success. These criteria were specific in nature indicating the acceptable level of qualifications based on the instructional subgoals and objectives. These criteria constitute prerequisites. The prerequisite test is the process of obtaining a sample of the learner's behavior or an inventory of the characteristics to be used in deciding whether or not he/she had the required background knowledge, skills, and attitudes for successful participation in the curriculum. The prerequisite test is not necessarily a paper and pencil test. The nature of the prerequisite test and the actual development of the testing materials and procedures is accomplished in the function OBTAIN TESTS (6.3.2). As the tests are administered in order to IDENTIFY LEARNERS SATISFYING SELECTION CRITERIA (6.3.1.2), information is gathered which will be used in selecting the learners for the curriculum. Some of the sources of information about the background knowledge, skills, and attitudes of the learners which can be used for identification of potential adult basic education learners in corrections are:

1. tests, including achievement, aptitude, mental ability, interest, and personality

2. personal interviews

3. psychological reports

4. central file or jacket, with pre-sentence reports

5. admission and orientation reports

6. prior academic records
7. occupational background and work records
8. social service records
9. release plan records
10. supervisory reports
11. quarters reports
12. medical record
13. intuition

This function, IDENTIFY LEARNERS SATISFYING SELECTION CRITERIA (6.3.1.2), is an important element in the implementation of the program. It is not enough to have a viable curriculum and full management support for the educational program. It is essential to have the learners participating in the curriculum who have the potential for benefiting from instruction and capability of achieving the instructional objectives. It is in this function, IDENTIFY LEARNERS SATISFYING SELECTION CRITERIA (6.3.1.2) that learners who can profit from instruction and achieve the instructional objectives are identified through the process of prerequisite testing. One of the most important aspects of this function is the complete understanding of the concept of prerequisite tests by all involved. It must be thoroughly understood by everyone that administering prerequisite tests does not mandate the administration of a standardized battery of tests or the giving of paper and pencil tests. These instruments may be involved, but not necessarily so. The process of administering a test is the process of obtaining a sample of behavior or getting an inventory of individual characteristics. The prerequisite testing may be done as in integral part of admission and orientation, with the identification of learners satisfying selection criteria being accomplished through considered, scientific interpretation of the data already available, in terms of the potential of the individual for successful participation in the given curriculum. This important function serves the purpose of keeping out of the given curriculum those individuals whose chances for success are nil or nearly so. This function serves the critical purpose of preventing forced failure on those whose history has been one of repeated failure and for whom failures constitute an anathema, and militate against the redirection or correction of their behaviors.

In the delivery system model, describe the importance of identifying learners who satisfy selection criteria, and describe the procedures to be followed in accomplishing this task. Describe tests which will be given or sources of test information for use in selecting the learners.

SELECT LEARNERS (6.3.1.3). The process of selecting learners is the purposive activity of deciding which individuals will be enrolled in the curriculum and making these enrollments.

The selection of learners is an important sequel to the determination of which individuals satisfy the selection criteria. After a decision on the selection criteria, in terms of the knowledge, skills, and attitudes needed for successful participation in a given curriculum, and the interpretation of prerequisite data to determine which individuals satisfy the selection criteria, the next step is the actual selecting of the ones to participate in the curriculum. This is a decision process which involves consideration of many factors, and the establishment of priorities. It is possible that there will be more individuals identified who are capable of benefiting from instruction in a given curriculum than can be accommodated in terms of the parameters of time, space, equipment, and staff. The relationship between the actual selection and these management support functions is shown by the reciprocal signal paths between the selection process in (6.3.1.3) and the management support function in (6.1). Once information has been compiled about the individuals in relation to the predetermined selection criteria and a comparison has been made to identify those individuals who could benefit from the program, final selection of qualified learners is possible. Individual counseling will identify individual interests and may prove to be a useful tool in final selection so that potential learners will be familiar with the goals and objectives of the program. It is essential to set up a rational procedure for selection of learners. This means specifying the factors to be considered in giving priority. The selection is accomplished by enrolling the individuals either in the pilot program or the full scale program.

In the delivery system model, describe the selection process and specify factors to be considered in giving priorities to certain categories of individuals for participation in the adult basic education in corrections curriculum. Describe the process for enrolling and assigning learners who satisfy selection criteria and meet the prerequisites for participation in the program.

OBTAIN TESTS (6.3.2)

Tests are standardized situations designed to elicit samples of objects, actions, or information. The adult basic education in corrections test is designed to elicit samples of behaviors of the offenders. Measurement is the process of collecting data by objective and subjective means to provide quantitative evidence for analysis and interpretation.

This is an important function, since it is in this part of the program that instruments of measurement are obtained which will be used in selecting learners for the curriculum, and in gathering data to determine effectiveness of the program. Without measurement of outcomes there is no way of determining the amount of behavioral change which has occurred. The cycle begins with a statement of behavioral objectives. Planned intervention is introduced for the purpose of achieving these objectives.

Measurement determines the extent to which there has been change in the amount or degree of skill, intensity and direction of feeling, as a result of the teaching plan. Measurement yields quantified data, which form the basis for determining worth and value of the teaching act (Ryan, 1972).

The measurement data come from tests. The function of obtaining tests (6.3.2) involves defining test requirements (6.3.2.1), describing the kinds of tests for implementing the program (6.3.2.2), and selecting tests (6.3.2.3).

In the delivery system model the function OBTAIN TESTS (6.3.2) is accomplished by describing the nature of the testing process and the purpose of tests. This is followed by detailed description of the two elements DEFINE TEST REQUIREMENTS (6.3.2.1), DESCRIBE KINDS OF TESTS (6.3.2.2), and SELECT TESTS (6.3.2.3).

DEFINE TEST REQUIREMENTS (6.3.2.1). The requirements for tests are the necessary conditions which must be met by the instruments in order for them to be useful in the program implementation.

It is important for any program to be measured with instruments that have validity, reliability, and objectivity. Tests are reliable if they are dependable and can be expected to yield consistently the same information, given the same conditions at different times. This means that if a test were given to an individual at one time, and the same test or a parallel one were to be given the same individual at another time, with no intervention or changes in either the individual or the situation in the meantime, the same results would be obtained. Tests are valid if they produce the kind of data for which the testing is being carried out. If the need is for information to tell about the mental capacity of an individual, a test of manual dexterity would not be valid no matter how good the instrument. The question to be answered concerns purpose of testing. Objectivity means freedom from bias. A test which produces information without regard to what the tester would like to obtain is objective. Reliability and validity are both essential, but "it does little good to have a highly reliable instrument if it measures the wrong thing (Ryan, 1969a, p. 10)." Measurement should be objective, as it is the process of determining the amount of behavioral change in relation to the learner and the program subgoals and objectives. The growth and retention of the learner, as well as the dimensions of space and staff, are measurable. The learners should be measured by (1) standardized tests and (2) nonstandardized tests. Dubose (1970) cautions that no test, scale, or other device can be thought of as yielding an absolute true measure of intelligence, aptitude, knowledge, interest, attitude, or personality. "These instruments should be considered tools for providing useful information on the basis of which it is possible to describe, diagnose, and predict human behavior. Used improperly, tests can be more detrimental than helpful (p. 144)."

The use of appropriate measuring devices and instruments is of the utmost importance. In the next subsystem (6.3.2.2) tests will be described which can be designed to meet these requirements.

In the delivery system model, the function DEFINE TEST REQUIREMENTS (6.3.2.1) is accomplished by describing the requirements which tests to be used in the program must possess, including reliability, validity, and objectivity.

DESCRIBE KINDS OF TESTS (6.3.2.2). The description of kinds of tests is the definition of categories of devices or instruments used to obtain samples of behavior for the purpose of predicting or deciding on the worth of an educational program.

Tests may be classified according to the number of testees at a given time. This classification has two categories: individual or group. Tests may be standardized or non-standardized, depending on whether or not norms have been established. Tests may be classified according to the kind of behavior being sampled. This classification includes the following categories: achievement, personality, aptitude, interest, and mental ability. Tests may be classified according to the mode of answering. This classification includes paper and pencil, and performance tests. Tests may be classified according to the purpose of testing, such as diagnostic tests for the purpose of obtaining information to describe initial difficulties or predicting learning outcomes; or follow-up tests for the purpose of obtaining post-intervention data to determine changes in behaviors of the testees over time. Tests may be classified by the nature of the instrument or procedure of sampling, such as interview, observation, commercially prepared or teacher prepared instruments. Tests can be classified by source, including commercially prepared tests or teacher made tests. The major dimension for classification of tests is by time. Regardless of the nature of testing or the nature of the test, testing will be carried out according to four time categories, each of which serves a different purpose. This time classification specifies four kinds of tests: (1) prerequisite, done before the program, which provides information to determine if the potential learner can benefit from instruction and is capable of participating in the program; (2) pretest, done at the beginning of the program, to provide information about the extent to which the selected learners have achieved the curriculum objectives before participating in the program; (3) supportive test, done during the program, to provide continuing information about progress of the learner toward the instructional objectives and direct changes in the program; and (4) posttest, done at the conclusion of the program, to determine changes in the behaviors of the learners.

Familiarity with the different kinds of tests is important, as this provides the basis for selecting or making the test which will best meet the needs for testing to accomplish four purposes: (1) providing information to guide selection of learners for participation in the curriculum; (2) determining the extent to which learners have progressed toward achievement of curriculum objectives at the beginning of the program; (3) providing information to monitor learners' progress during the course of the program; and (4) providing information to determine the extent to which learners achieved the curriculum objectives at completion of the program.

In the delivery system model the function DESCRIBE KINDS OF TESTS (6.3.2.2) is accomplished by describing the kinds of tests which will be appropriate for use in carrying out the adult basic education curriculum.

The purpose of prerequisite, pretest, supportive and posttests to be used in conjunction with implementation of particular curriculum areas must be specified for each area. This is done in the curriculum guides. This is shown in the flowchart model by the feedback signal path from DESCRIBE KINDS OF TESTS (6.3.2.2) to PRODUCE CURRICULUM GUIDES (6.2.2).

SELECT TESTS (6.3.2.3). The selection of tests is the process of deciding which tests are to be used for which purposes at the four times in the program. This decision process is accomplished by (1) attending to the purpose of testing; (2) considering all possible available commercially prepared tests; and (3) obtaining commercial tests or preparing tests locally.

The selection of tests is important, because it is at this point in the OBTAIN TESTS (6.3.2) function that the instruments or procedures are specified for obtaining the samples of behavior that will be the basis for critical decision about the individuals and the program. Selection of an instrument must not be reduced to personal preference. The instruments should be selected which will best measure the behavior to be evaluated. The selected instruments should be as culture-free as possible and produce reliable and valid results that are as free as possible from personal bias. It is very important to determine what tests are available and to evaluate these in terms of the stated purposes of testing. The availability of commercially prepared tests can be determined by obtaining catalogs from the commercial test bureaus and publishers, and by referring to standard reference books on tests. The one reference which should be used in all cases is the latest edition of Mental Measurements Handbook, edited by Oscar K. Buros, and published by Gryphon Press, Highland Park, New Jersey. This indispensable reference book was issued first in 1949 and has been updated from time to time. Essential information about each test is summarized, and two or more reviewer comments on strengths and weaknesses are given. Selection of a test must take into account reliability and validity. If a commercially prepared test is to be selected, it is important for field testing to have been done and reported. This information should be considered when determining whether or not a test is appropriate for use in any given situation. If no commercially prepared test is available, then the task is one of developing a test that is as reliable, valid, and objective as possible. In developing tests it will be helpful to study available references to guide the test developer. Following is a list of resource materials prepared by Williams (1970):

Basic Testing and Statistical Concepts

Downie, N.M. Types of Test Scores. Guidance Monograph Series, Series III, Boston: Houghton Mifflin Co., 1968.

Downie, N.M. and Heath, R.W. Basic Statistical Methods. (2nd ed.) New York: Harper and Row, 1965.

Froehlich, C.P. and Hoyt, K.B. Guidance Testing. (3rd ed.) Chicago: Science Research Associates, Inc., 1959.

Stodola, Q. and Stordahl, K. *Basic Educational Tests and Measurement*. Chicago: Science Research Associates, Inc., 1959.

Traxler, A.E. and North, R.D. The Selection and Use of Tests in a School Testing Program. In W.G. Trindley (ed.) *The Impact and Improvement of School Testing Programs*. Chicago: National Society for the Study of Education, 1963, pp. 211-231.

Womer, F.B. *Basic Concepts in Testing*. Guidance Monograph Series, Series III. Boston: Houghton Mifflin Co., 1968.

Testing and Curriculum

Lanning, F.W. and Many, W.A. *Basic Education for the Disadvantaged Adult*. Boston: Houghton Mifflin Co., 1966.

Mager, R. F. *Preparing Instructional Objectives*. Belmont, California: Fearon Publishers, 1962.

Otto, W. and McMenemy, R.A. *Corrective and Remedial Teaching*. Boston: Houghton Mifflin Co., 1966.

Stodola, Q.,and Stordahl, K. *Basic Educational Tests and Measurement*.(*op. cit*.)

Traxler, A.E. and North, R.D. *The Impact and Improvement of School Testing Programs*. (*op*. *cit*.)

Testing Problems, Implications, and Programs

Bauerfeind, R.H. *School Testing Programs*. Guidance Monograph Series, Series III. Boston: Houghton Mifflin Co., 1968.

Lanning, F.W. and Many, W.A. *Basic Education for the Disadvantaged Adult*. (*op*. *cit*.)

Mager, R. F. *Developing Attitudes Toward Learning*. Belmont, California: Fearon Publishers, 1968.

Psychological Testing

Anastasi, A. *Psychological Testing* (5th ed.) New York: The Macmillan Co., 1957.

Cottle, W.C. *Interest and Personality Inventories*. Guidance Monograph Series, Series III. Boston: Houghton Mifflin Co., 1968.

Cronbach, L.J. *Essentials of Psychological Testing*. (2nd ed.) New York: Harper & Brothers, 1960.

Lyman, H.B. *Intelligence, Aptitude, and Achievement Testing*. Guidance Monograph Series, Series III. Boston: Houghton Mifflin Co., 1968.

Stodola, Q. and Stordahl, K. Basic Educational Tests and Measurement. (op. cit.)

Testing, Anecdotal and Historical Information and Counseling

Meyering, R.A. Uses of Test Data in Counseling. Guidance Monograph Series, Series III. Boston: Houghton Mifflin Co., 1968.

Otto, W. and McMenemy, R.A. Corrective and Remedial Teaching. (op. cit.)

Tyler, L.E. The Work of the Counselor. New York: Appleton-Century-Crofts, Inc., 1953.

In the delivery system model describe the process to be used in selecting tests. In the curriculum guides describe the tests to be used for (1) prerequisite testing; (2) pretesting; (3) supportive testing; and (4) posttesting. This information is sent to the testing functions in CONDUCT PROGRAM (6.3.3) and EVALUATE PROGRAM (6.4) as shown by the signal paths in the flowchart model (Supplementary Figure).

CONDUCT PROGRAM (6.3.3)

The process of conducting the program is the process of bringing together the learners, the curriculum, and the management support.

This function is important, because it is at this time in the course of program implementation that all planning and preparation are put into operation. Learners selected in (6.3.1.3) are given pretests to determine the extent to which they have progressed toward the curriculum objectives before the instruction begins. The learners who have not yet reached these objectives are assigned. During the course of the program operation supportive testing is done to provide information about learner progress and indicate the need for program modifications. Finally posttesting is done to determine the changes in behaviors of the learners in terms of the curriculum objectives. The program is conducted either by carrying out first a pilot program and making needed revisions before going into full-scale operation; or by going directly into full-scale operation of the program. The decision whether to by-pass the pilot program essentially is one which is related to the extent of innovation involved. With a completely new curriculum, or one which reflects major modifications of an existing one, the sequence should be through pilot program (6.3.3.1) to full-scale operation (6.3.3.2).

CONDUCT PILOT PROGRAM (6.3.3.1). A pilot program is an abbreviated version of the full-scale program, carried out for the purposes of (1) determining the accuracy of predictions and validity of content; and (2) directing modifications in the program plan. In the pilot program a preliminary trial is made of the program. The entire program is carried out, including the analysis of data, on a small scale involving a limited number of learners.

The pilot program is important, since this permits a preliminary testing of the program, which can lead to changing some of the program elements, and can avoid costly errors in terms of human and material loss. The pilot program can save a major expenditure of time and money on a program which might be ill-conceived and in need of changes. The pilot program can point up ideas, approaches, and clues not foreseen prior to the trial run. The pilot program permits a check on the planned procedures for data gathering and analysis.

The pilot program involves three steps: ADMINISTER PILOT PRETEST (6.3.3.1.1), TRY OUT CURRICULUM (6.3.3.1.2), and DECIDE MAJOR OR MINOR CHANGES (6.3.3.1.3). In the delivery system model, define the pilot program, discuss the importance of the pilot program, and give detailed information on each of the elements which make up the function, CONDUCT PILOT PROGRAM (6.3.3.1).

ADMINISTER PILOT PRETEST (6.3.3.1.1). Pretests are devices implemented to obtain samples of behaviors before the program of instruction for the purpose of seeing the extent to which the learners already have achieved the curriculum subgoals and objectives. These tests are selected in the subsystem SELECT TESTS (6.3.2.3). This is shown in the signal path in the flowchart model (Supplementary Figure).

The administration of the pretests is important for three reasons: (1) the level of achievement of the learners must be determined before the program begins in order to determine the rate of learning and amount of retention; (2) pretests indicate which potential learners already have advanced beyond the level of instruction for the curriculum and therefore should be excluded from the program at this level; and (3) pretests provide baseline data against which post-program data will be compared to determine changes in behaviors of learners and thereby decide on the overall effectiveness of the program. On the basis of the pretest data, the learners who have not progressed beyond a specified level are assigned to the program.

In the delivery system model, the function ADMINISTER PILOT PRETEST (6.3.3.1.1) is accomplished by describing in detail the testing process to determine the extent to which potential learners have achieved the curriculum objectives before participation in the curriculum. Tell what tests will be used, when and how the tests will be administered, and the criteria for deciding assignment of learners.

TRY OUT CURRICULUM (6.3.3.1.2). The tryout of the curriculum is the actual conduct of the program on a small scale, with a limited number of learners. This means that the basic principles of research specified in the curriculum guide are implemented. The philosophy is put into operation, the strategies to achieve the subgoals and objectives are implemented, and the evaluation is made.

The tryout of the curriculum is important, and should involve a limited number of learners who have been informed of the purpose. They can help to determine needed change. It is true that when learners know they are participating in a pilot program there is the possibility of getting a Hawthorne effect and contributing to program success as a result of this feature. Despite this possible contingency, there is an advantage in having the learners in a correctional setting aware of the fact that they have been selected especially for participation in a trial run of a newly developed program. It is important that the offenders are given an opportunity for involvement in the decision making regarding educational program development.

The tryout of the curriculum has three parts: PRESENT PILOT UNITS (6.3.3.1.2.1), ADMINISTER PILOT SUPPORTIVE TESTS (6.3.3.1.2.2), and ADMINISTER PILOT POSTTESTS (6.3.3.1.2.3). In the delivery system model the function TRY OUT CURRICULUM (6.3.3.1.2) is accomplished by telling how to present pilot units and administer supportive tests.

PRESENT PILOT UNITS (6.3.3.1.2.1). Presentation of the units means putting into action the unit plans developed in PRODUCE UNITS (6.2.2.2). The units which were produced as part of the curriculum guide are used in presenting the units. This relationship is shown by the signal path from (6.2.2.2) to (6.3.3.1.2.1).

It is important to present the units as closely as possible to the unit plans in the curriculum guide. The first section of the curriculum guide should be taken into account in presenting the units. This means that the basic principles derived from research and the instructional philosophy should be implemented. The unit plans should be followed, according to the prescription for scope and sequence, hardware and software, methods and techniques, and motivating elements. During this phase of the pilot test, special emphasis must be placed on monitoring and documentation. This information will be used in making decisions about instructional changes.

In the delivery system model, PRESENT PILOT UNITS (6.3.3.1.2.1) is accomplished by describing what must be done to pilot test the curriculum scope and sequence, hardware and software, methods and techniques, and motivational elements. The requirements for staff and time should be described.

ADMINISTER PILOT SUPPORTIVE TESTS (6.3.3.1.2.2). Supportive tests are those samples of behaviors taken during the course of the operation of a program for the purpose of determining learner progress to the objectives and indicating needed changes in the curriculum.

It is important that a series of tests be administered at predetermined intervals during the course of instruction to evaluate whether the learner has been responsive and whether the prescribed learning experiences and environments were effective. The supportive tests provide data for use in formative evaluation; that is, the evaluation of the program during the course of operation to direct changes while the program is in operation. This process of continuous testing and retesting will give an overall picture of the progress of each individual and at the same time allow instructors and administrators the opportunity to measure effectiveness of the instructional process (Swyhart, 1970).

In the delivery system model the function ADMINISTER PILOT SUPPORTIVE TESTS (6.3.3.1.2.2) is accomplished by describing what tests will be used, when and how the tests will be administered, and the basis for interpreting results.

ADMINISTER PILOT POSTTESTS (6.3.3.1.2.3). The posttest is a sample of behavior taken at the conclusion of the curriculum implementation, to determine how closely the performance of the learners at the end of the program coincides with the performance called for in the specification of behavioral objectives. Posttests can be given immediately upon the completion of a program or as a follow-up test some time after program completion. The posttest should be the same or an alternate form of the pretest. The aim is to measure behavioral change. Therefore the pre- and posttests must be comparable.

The posttest is important, since the data provided through this test will be used in directing program changes, as well as in evaluating individual learners. The posttest is not designed for the purpose of passing or failing the learner. The results of the posttest have more meaning when they are used to compare the learners' behaviors at the conclusion of the curriculum with the established curriculum objectives. The data derived from the posttest will direct decisions concerning major or minor changes (6.3.3.1.3).

In the delivery system model describe posttesting plan. Tell what tests will be taken, when and how testing will be done, and the criteria for interpreting data. The evaluation of the curriculum elements (6.2.1.5) is accomplished in part through feedback of data obtained through the pre-, post-, and supportive tests administered during the pilot program. This is shown by the feedback signal path in the flowchart model (Supplementary Figure).

DECIDE MAJOR OR MINOR CHANGES (6.3.3.1.3). The function of deciding major or minor changes means determining which, if any, modifications are to be made in the curriculum. These decisions are implemented by making changes in the curriculum guides. This relationship is shown by the feedback signal path from the decisions about change (6.3.3.1.3) to the development of the program in (6.2). The signal path goes back to the development of the program, since any or all of the elements might be involved in the change. It might mean changing the philosophy, looking again at the research principles being implemented, modifying the instructional objectives, or making changes in the strategies to achieve the objectives through changes in scope and sequence, hardware or software, methods and techniques, or motivational elements.

The decisions about major or minor changes are important since these decisions serve the purpose of avoiding costly errors in the full-scale operation of the program. Constant monitoring and careful documentation during the trial run should yield a basis for evaluating all elements of the program. Any changes should be made before the full-scale operation of the program. Major changes can be made in the administrative support or in the program *per se*. The impact of the decisions made in

(6.3.3.1.3) on both administration and instruction is shown by the feedback signal paths going from (6.3.3.1.3) where decisions concerning major and minor changes are made to (6.1), the management support function, and (6.2) the program development function.

In the delivery system model the function DECIDE MAJOR OR MINOR CHANGES (6.3.3.1.3) is accomplished by describing the criteria for making decisions to determine if major or minor changes are needed. These decisions will be implemented in changes made in the management plan or the curriculum.

CONDUCT FULL SCALE PROGRAM (6.3.3.2). Conducting the full scale program means putting into operation the management support function (6.1) and the program development plan (6.2). This involves the total complement of supporting staff, budget, facilities, equipment and supplies, and community involvement, and the total instructional program with the specified number of learners and the complete curriculum.

Conducting the full scale program is important, since it is at this point that the total management and instructional systems are operationalized and the system is initiated and maintained. The functions which are carried out in conducting the full scale program are the same as those in a pilot program, except that the parameters of the system, specified in (5.1) and (6.1) are implemented. This means the total number of learners will be enrolled in the program, the complete curriculum will be implemented, and full management support will be given. The activities which must be carried out as the program is conducted on a full scale are: ADMINISTER PRETESTS (6.3.3.2.1), MAINTAIN PROGRAM (6.3.3.2.2), and ADMINISTER POSTTESTS (6.3.3.2.3).

In the delivery system model the function CONDUCT FULL SCALE PROGRAM (6.3.3.2) is accomplished by describing what is meant by conducting the full scale program operation. This is followed by detailed description of each of the elements involved in carrying out the full scale operation.

ADMINISTER PRETESTS (6.3.3.2.1). Pretests are samples of behaviors of learners taken at the beginning of the program, before the learner has had a chance to experience any of the curriculum, for the purpose of determining the extent to which the learner already has achieved the curriculum objectives. The pretest measures knowledge, skills, and attitudes in relation to specified curriculum objectives. The plan for administering pretests and the kinds of tests to be administered were determined in (6.2) DEVELOP CURRICULUM. The units specify the tests to be given. This information is used when administering the pretests. The curriculum objectives provide the basis for making the pretest.

The pretest is important since it makes it possible to redirect learners who already are at the criterion levels. It serves no purpose to force a learner to sit through an entire curriculum when he/she demonstrates at the beginning that he/she already knows what is expected at the end of the curriculum, has skills at the specified proficiency level, and has the kinds of feelings and values called for. Boredom is the only outcome that can be anticipated by forcing the learner to sit through a course when he/she already is at the criterion level. It is important to make the pretest non-threatening. The learner should be made aware of the purpose of the pretest and should realize that he/she cannot fail.

The function ADMINISTER PRETESTS (6.3.3.2.1) is accomplished in the delivery system model by describing the procedure for giving the pretest, including tests to be used, when and how tests will be administered, and criteria for interpretation.

MAINTAIN PROGRAM (6.3.3.2.2). To maintain a program means to continue to operate the system. The full-scale program is initiated when the pretest is given the first time. It is assumed that continuing pretesting will be done, since in a correctional setting learners do not automatically come on a specified date to enroll for a semester or year, as is the case in a graded system similar to that in many public school settings. The first pretest constitutes the beginning of the system operation. The system must continue to operate. This is what is meant by maintain program.

To maintain the program is important, since it means the program will continue to operate over a length of time sufficient to insure meeting the major subgoals. If a program does not operate for a sufficient length of time, there is little reason to expect the intended results. During the time the program is in operation, the teacher or teaching-related personnel will be concerned primarily with unit and test development. During this time information obtained by instructors concerning learner progress and retention will be recorded. This information will come from the pretest and supportive tests, and will be used to determine program effectiveness when the program is evaluated in (6.4).

The function MAINTAIN PROGRAM (6.3.3.2.2) involves two steps: PRESENT UNITS (6.3.3.2.2.1) and ADMINISTER SUPPORTIVE TESTS (6.3.3.2.2.2). In the delivery system model the function MAINTAIN PROGRAM (6.3.3.2.2) is accomplished by describing what is meant by maintain program, and then giving a detailed description of each element involved in maintaining a program.

PRESENT UNITS (6.3.3.2.2.1). The presenting of units means putting into operation the unit plans developed in (6.2.2) in light of the curriculum plan (6.2.1). The relationship is shown by the signal path from unit development (6.2) to the presentation of units in (6.3.3.2.2.1). The rules deriving from research must be implemented. The philosophy must be translated into action. The strategies to achieve the objectives must be operationalized. The instructor will be concerned with delivery methods, techniques, scope and sequence, hardware and software, and motivation. He/she must be alert to monitoring and documentation, and must be sensitive to the impact of the program on the learners.

The function PRESENT UNITS (6.3.3.2.2.1) is important since it is this function which puts into action the curriculum. All the learning experiences and environments which were planned in the curriculum development are now purposefully created and contrived to bring about the desired behavior changes in the learners.

In the delivery system model the function PRESENT UNITS (6.3.3.2.2.1) is accomplished by describing the plan for putting into action the curriculum, consisting of the units developed in (6.2.2). Tell who will be involved and what will be done.

ADMINISTER SUPPORTIVE TESTS (6.3.3.2.2.2). Supportive tests are the samples of behavior taken during the course of program implementation for the purpose of determining learner progress toward the instructional objectives, and detecting needed changes in the program plan.

It is important to administer supportive tests during the course of program operation. This serves the purpose of gathering data for formative evaluation. The signal path from this function to (6.4) EVALUATE PROGRAM in the flowchart model indicates the relationship between the supportive testing and the program evaluation. These tests can indicate needed changes while the program is in operation.

In the delivery system model the function ADMINISTER SUPPORTIVE TESTS (6.3.3.2.2.2) is accomplished by describing what tests will be given, when and how tests will be administered, and the way in which results will be used.

ADMINISTER POSTTESTS (6.3.3.2.3). The posttest is the sample of behavior taken at the conclusion of the program, for the purpose of determining the extent to which learner performance coincides with performance called for in the objectives specified in (6.2.1.3).

The posttest is important since it is this instrument or device which will yield the data to indicate the extent to which learners achieved the desired changes in behaviors. The purpose of posttesting is not necessarily to see how much the learners retain of what they were told during the curriculum operation. It is more meaningful to compare the learners' progress against established behavioral objectives. Pahrman (1972) makes the point that:

> Measuring changes which take place in the learner, although not an easy task to accomplish, should be done with as much objectivity and reliability as is possible so conclusions reached about the growth of the learner can be stated with a reasonable degree of assurance. Therefore, it is important that appropriate measuring devices and instruments be used (p. 2).

Posttests, given at the end of the program, should be the same or an alternate form of the pretest, and should be designed to sample behaviors so it can be shown how closely the learners come to reaching the predefined objectives. Results of the pre- and posttests should be compared to indicate the amount of behavioral change which has taken place. The results of the posttest should be compiled in the function COMPILE DATA (6.4.1) as a preliminary step in program evaluation. The tests which are administered as posttests are specified in the Curriculum Evaluation Plan, which is defined in (6.2.1.5).

The function ADMINISTER POSTTESTS (6.3.3.2.3) is accomplished in the delivery system model by describing what tests will be administered, when and how the testing will be done, and the way in which results will be used.

EVALUATE PROGRAM (6.4)

Evaluation is the process by which measurement data are compared to standards implicit in the stated goals and objectives, and interpretation is made of the results of these comparisons in terms of program effectiveness. The evaluation of the program is the process of deciding on the worth or value of the program in terms of the contribution of program elements to the accomplishment of the program mission.

Although evaluation is the last element in program development, it is one of the most important. Evaluation provides the direction for changes in both the instruction (6.2) and (6.3) and management (6.1) functions. The evaluation which takes place in (6.4) is the determination of the effectiveness of the program. This will take the form of assessing individual curriculum areas. In making these evaluations, it will be important to relate outcomes to program variables. The evaluation which is carried out in relation to the program effectiveness (6.4) may have the effect of requiring reassessment of assumptions in the instructional philosophy, redefinition of instructional subgoals and objectives, and redesign of the strategies for achieving the instructional subgoals and objectives. This evaluation provides the basis for formulation of new plans and leads to the development of new programs to implement plans. Evaluation must be continuous, because society as a whole is in a constant state of change. Clark (1972) states, "A major need for effective measurement and evaluation, if it is to serve its purpose of improving programs to better meet learner needs, is that it be continuous (p. 1)." Cassell (1972) stresses the importance of using valid evaluative techniques in assessing the effectiveness of the adult basic education in corrections:

> To measure the effectiveness of a program in relation to the goals and objectives of the student, evaluative techniques that have validity need to be developed. Within the internal structure of a program, frequent element evaluations through behavioral objective measurements are essential. A battery of diagnostic tests administered as a pretest before the program is initiated is one basis to compare with the posttest at the termination of the program. Quantified data from these tests can be used to determine gain or loss factors of the total program. (p. 6)

Snyder (1972) considers evaluation to be a significant activity in the attainment of new knowledge, identification of problem areas, and selection of appropriate procedures to solve problems. There are five steps which Snyder (1972) feels are important in the evaluative process:

1. determining what to evaluate;
2. defining the behavior desired;
3. determining acceptable evidence;
4. collecting evidence;
5. summarizing evidence and making decisions.

Without evaluation there is no way of knowing whether or not the program which was developed was worth the investment of time, effort, and money. Evaluation is the key to accountability.

There are three parts to program evaluation: COMPILE DATA (6.4.1), COMPARE PRETEST/POSTTEST DATA (6.4.2), and DETERMINE PROGRAM EFFECTIVENESS (6.4.3). In the delivery system model describe the meaning of evaluation and tell why evaluation of the program is important. This is followed by detailed descriptions of each of the activities involved in program evaluation.

COMPILE DATA (6.4.1)

To compile data means to collect and put together in logical arrangement the results of the testing which has been done as part of the program operation. The results of pretests, supportive tests, and posttests are organized and recorded. Quantitative information relating to program elements are collected and recorded.

Compiling data is an important part of evaluation. If the results of the testing and the quantitative information relating to the program plan are not ordered into a systematic, logical set of results, it will be difficult if not impossible to make meaningful interpretations.

In the delivery system model the function COMPILE DATA (6.4.1) is accomplished by describing the format to be used in compiling the data.

COMPARE PRETEST/POSTTEST DATA (6.4.2).

The comparison of pretest and posttest data is the process of determining the degree of congruence between results from the testing before learners were in the program and those at the end of the program.

It is important to compare the pretest and posttest results, since these comparisons will describe the changes in behaviors of the learners which have taken place from the beginning of the program to the end of the program. The basic assumption underlying this comparison is that there is a causal relationship between behavioral changes in the learner and the program intervention. It is important to make these comparisons in a systematic manner.

In the delivery system model, the function COMPARE PRETEST/POSTTEST DATA (6.4.2) is accomplished by describing the way the comparisons will be made. If a computer is to be used, information on programming will be used.

DETERMINE PROGRAM EFFECTIVENESS (6.4.3)

To determine program effectiveness means to interpret the quantitative measurement data on the quality dimensions of value, worth, and benefit. The major effort in compiling data (6.4.1) and comparing pre- and posttest results (6.4.2) has been quantitative. In the function DETERMINE PROGRAM EFFECTIVENESS (6.4.3) the focus shifts to one of making subjective judgments about the value and worth of the program and the relative benefits in terms of costs involved. In this function, attention must be directed not only to the actual behavior changes in relation to the intended changes in behaviors of learners, but also, to the contribution of different program elements to bringing about these changes.

This is, perhaps, the most important single function in the system. It is at this point that decisions must be made about continuing or eliminating the program, and modifying or retaining intact the curriculum. It is extremely important in determining the program effectiveness to look to strengths as well as weaknesses. The program evaluation should take into account factors which contributed to the program success and variables which may have acted as obstacles.

In the delivery system model the function DETERMINE PROGRAM EFFECTIVENESS (6.4.3) is accomplished by describing in detail the plan for assigning responsibility for (1) interpreting the quantified data relating to changes in the learners as a result of program operation, and (2) making recommendations for change.

Conclusion

The subsystem DEVELOP, IMPLEMENT, EVALUATE PROGRAM (6.0) is the instructional subsystem of the Adult Basic Education in Corrections system model. This single subsystem incorporates at instructional level all of the functions of management which are found in the management subsystems: study of the real life environment (1.0); establishing a total system philosophy for the correctional setting (2.0); assessing the needs of the institution (3.0); defining management goals, subgoals, and objectives (4.0); formulating a management plan (5.0); and evaluating the system design and operation (7.0). These six functions are implemented at an instructional level within the single subsystem, DEVELOP, IMPLEMENT, EVALUATE PROGRAM (6.0). The Adult Basic Education in Corrections model incorporates both management and instructional functions in one organized, logically related system to accomplish the mission of corrections through adult basic education. The management and instructional functions are combined and related in the model to optimize efficiency and effectiveness in the working system.

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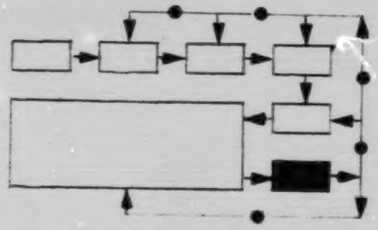
CHAPTER VII



EVALUATE SYSTEM

(7.0)

Introduction

> Honest evaluation is a very important part of positive program planning and change. In corrections today there is a great need for scientific methods of evaluation . . . . Statistical analysis is sorely needed to make accountability a reality. Don R. Erickson

The final element of the Adult Basic Education in Corrections Model is evaluation of the system (7.0). This is the process of determining the efficiency and effectiveness of the total system design and implementation. Subjective judgments are made to ascribe value and worth to the system design and operation, and conclusions are reached about the benefits in terms of the costs involved.

This is the most important function in the system, yet it is often neglected. The Adult Basic Education in Corrections system is concerned with changing offenders in such ways that they will become assets to society, rather than liabilities, and at the same time achieve personal growth and development. The measurements of these behavioral changes in offenders provide the basis for evaluation of the system design and operation. Ryan (1970) holds that results from measuring behavior changes are evaluated in terms of objectives and constraints. These data are the basis for making judgments about the worth and values of the elements in the system of Adult Basic Education in Corrections.

The use of evaluation to guide decisions in adult basic education in corrections is based on a set of basic assumptions:

1. All offenders can become more effective personally and more capable of contributing to society by increasing their self-understanding, feelings of personal worth, and improving their vocational, academic, and social skills.

2. The quality of adult basic education in corrections programs is related directly to the instructional philosophy (6.2.1.2) and administration of the institution. The philosophy should be changed continuously, as shown in the feedback signal path from (6.2.1.2) to the institutional philosophy (2.3).

3. The educational programs in adult basic education in corrections systems need drastic improvement and continuous updating (Lee, 1970).

4. Evaluation must be made in terms of behavioral objectives. Mager (1968) provides examples of course-related behaviors helpful in evaluation in a school setting.

5. Evaluation must be conducted both internally through self evaluation, and externally through audit from an independent, outside contractor.

6. Education in the corrections system should be viewed and evaluated as much, if not more, than education in other environments.

7. The perceptions of teachers, learners, administrators, and outsiders should be identified through evaluation of the system (Lee, 1970).

8. The involvement of many types of individuals is essential to the identification and successful implementation of changes for improvement in the adult basic education in corrections system (Lee, 1970).

9. Evaluation generates innovative techniques and fresh approaches.

10. The level of staff sensitivity toward the offender must be measured and evaluated as part of the total system evaluation.

11. The systems approach insures feedback which is the heart of both formative and summative evaluation.

It is important for system evaluation to reflect the extent to which offenders, identified as the target population in the management subsystem, have changed their behaviors, and to determine the effects of the instructional and management components of the system in redirecting the offenders into socially productive and acceptable avenues. One index which has been used, and which might continue to be used conditionally until better measures are found, is the recidivism rate. It must be recognized that recidivism is not a true index of either success or failure of a system. The real question applies equally to those inside the institutions and to those on the outside. The fact that a releasee does not return to an institution may mean merely he/she managed to become more adept in the criminal behaviors as a concomitant of the incarceration and thereby is able to escape return to an institution, even though continuing with criminal acts.

The importance of evaluation of the Adult Basic Education in Corrections system cannot be overemphasized. The impact of the evaluation function on the total system is shown in the following guidelines:

1. Evaluation results supply data to broaden the foundation of statistical data concerning the total population.

2. Evaluation provides the interpretation of all major areas of the system.

3. Evaluation provides the means to update system operation.

4. Evaluation is necessary for organization of a successful community-oriented system operation.

5. Evaluation provides the basis for education of society concerning correctional work.

6. Evaluation provides the basis for determining the extent to which a system is designed to achieve the mission of corrections.

7. Evaluation provides the basis for determining the extent to which a system is designed to insure close working relationships and cooperation among all departments involved in the system operation.

8. Evaluation provides the basis for determining the extent to which a system is designed to be compatible with the environment in which it is to function.

9. Evaluation provides the basis for determining the extent to which the structure and organization of a system are clearly defined.

There are two methods of evaluating the Adult Basic Education in Corrections system. The systems manager can use either one or both of the methods. These two methods of evaluation are self evaluation (7.1) and outside team evaluations (7.2). Regardless of the method used, it is important for all facets of the system to be covered to insure proper direction for future system changes.

In the delivery system model, the subsystem EVALUATE SYSTEM (7.0) is accomplished by discussing the meaning of evaluation and the importance of system evaluation. This is followed by detailed description of the plans for self evaluation (7.1), outside team evaluation (7.2), and presentation of the report to decision-makers (7.3).

CONDUCT SELF EVALUATION (7.1)

Self evaluation is the process of determining the value and worth of a system by those involved in the system design and operation.

Self evaluation is important because it provides a vehicle for involvement of the staff and offenders in a correctional institution in the continuing improvement of the system. Self evaluation is important also because this kind of evaluation can be made regularly, thus insuring monitoring of a system and feedback to direct changes before malfunctions become too gross. The cost of self evaluation is far less than that of outside team evaluation. Self evaluation is important because it provides for making evaluative checks at least once a year. This means all measurement data (6.4.1) can be kept current and up-to-date. The results of self-evaluation will be put in a report which will go to the top administrative authority.

The self evaluation is accomplished by compiling data (7.1.1), comparing outcomes to objectives and standards (7.1.2), and relating strengths and weaknesses of the system to system variables by interpreting the findings (7.1.3). In the delivery system model the function CONDUCT SELF EVALUATION (7.1) is accomplished by defining self evaluation and discussing the importance of this kind of evaluation. This is followed by a detailed description of each of the activities involved in self evaluation.

COMPILE DATA (7.1.1)

The process of compiling data consists of the activities involved in organizing the results from testing and the data relating to program operation into a logical, systematic format for use in interpreting system effectiveness and efficiency. The data compilation should start with the management behavioral objectives. The next step will be to collect results of pretests, supportive tests, and posttests which were administered. The results of offender follow-up should be compiled and summarized for use in evaluation. In the follow-up data, responses from the following should be included: (1) parole; (2) work release; (3) employer; (4) law enforcement agencies; (5) family; and (6) offender. Data also must be compiled relating to the system elements.

It is important to compile data, since this process serves to get the information into a logical, systematic order. It is difficult, if not impossible, to use data which are haphazardly recorded, lacking in completeness, or lacking in accuracy, for the purpose of evaluation.

In the delivery system model the function COMPILE DATA (7.1.1) is accomplished by describing the system which will be used for ordering and organizing data for use in system evaluation. Specify the kinds of data to be compiled, sources of these data, and format for organizing the data.

COMPARE OUTCOMES TO OBJECTIVES/STANDARDS (7.1.2)

Comparison of outcomes to objectives and standards is the process of determining the extent to which outcomes from system operation are congruent with the management objectives for the system and outside standards for similar system operations.

It is important to compare the outcomes of system operation to the management objectives, since this is the step which will determine the extent to which the intended outcomes are achieved. It is this step in the evaluation process which meets the demand for accountability. It also is important to compare the outcomes against a set of standards developed by an outside agency for the design and operation of systems which are similar in nature to that being evaluated. These comparisons point up the extent to which the program did what was intended.

In the delivery system model the function COMPARE OUTCOMES TO OBJECTIVES/STANDARDS (7.1.2) is accomplished by comparing what actually resulted from the system operation with what was intended. This is a quantitative comparison and should be presented in tabular form, as well as in a narrative.

INTERPRET FINDINGS (7.1.3)

The process of interpreting findings is the process of identifying system strengths and weaknesses. This involves analyzing the statistical data recorded in comparing outcomes against objectives (7.1.2) and relating these findings to system variables. The comparison of the system against outside standards also is analyzed. Judgments are made concerning system strengths and weaknesses, and recommendations for the future of the system are made to guide decision-making.

The process of interpreting findings is important because this function is the basis for decision-making. As findings are interpreted, variations from management objectives must be translated into assumptions about future implementation of system variables. This includes making conclusions about the way in which the system operation was influenced by staffing, budget, community involvement, equipment, facilities, and psychological climate. All of the variables included in system organization and administration must be considered. After careful scrutiny of data and arriving at conclusions about the effectiveness of the system, a decision for action is necessary. It is important for the staff to decide the action to be taken. The directions to be taken in the future will be determined as this function is implemented, and findings are interpreted in light of recommendations for system revision and continued operation.

In the delivery system model, the function INTERPRET FINDINGS (7.1.3) is accomplished by describing who will be involved, the procedure to be used, and the data to be used in making interpretations about the results of system operation.

CONDUCT OUTSIDE TEAM EVALUATION (7.2)

An alternate method to evaluate adult basic education in corrections systems is the outside team evaluation. This is the process of assessing the effectiveness and determining efficiency of a system by an outside audit from an independent contractor. This can be done by contracting with an outside evaluation team.

The outside team evaluation is important, since this provides a check on the results of the self evaluation and also has the advantage of freedom from bias. *The outside evaluation may not be possible each year,* but it is recommended that it be done at least every five years. Many times systems become stagnant due to routine procedures and ideas with little or no innovations. The outside evaluation of the system will prove its worth and effectiveness. The optimum method of conducting system evaluation is to have an outside team evaluate the Adult Basic Education in Corrections system immediately following self evaluation. An outside team can often notice things missed by staff evaluation. It gives an outsider's viewpoint and can be more objective.

In the delivery system model the function CONDUCT OUTSIDE TEAM EVALUATION (7.2) is accomplished by defining what is meant by outside team evaluation, and discussing the importance of this function. This is followed by detailed description of the steps involved in outside team evaluation. The outside team evaluation consists of SELECT TEAM (7.2.1), PROVIDE DATA (7.2.2), and PREPARE/PRESENT REPORT TO DECISION MAKERS (7.3).

SELECT TEAM (7.2.1)

The selection of the outside team is a management function that involves deciding who will be the independent contractor or who will be on the independent team to evaluate the system.

The selection of the team for the outside evaluation is an important management function that is dictated by a consideration of the goals, subgoals, and behavioral objectives indicated in the statement of management goals, subgoals, and objectives (4.2). One method of selecting an evaluation team might be to enlist a group of five to ten professional people employed in the field of corrections from within the state in which the correctional institution is located. An alternate way to select an outside team is through the auspices of the Law Enforcement Assistance Agency or the U.S. Bureau of Prisons technical assistance program. Another way to obtain an outside team is through the Adult Basic Education in Corrections Program, University of Hawaii. This organization maintains a current roster of available team leaders located in every region of the United States, and provides materials for evaluation as well as inservice and pre-service training. Many universities offer evaluative services, and the State Departments of Corrections and Education provide the these services. The American Bar Association and the American Correctional Association are involved in providing outside evaluations. The American Correctional Association has drawn up a plan for an accreditation program for correctional institutions. A cross section of expertise should be included on any evaluation team.

In the delivery system model the function SELECT TEAM (7.2.1) is accomplished by describing the procedure to be used in selecting the team for an outside audit. This section also should include a description of when and how often the outside evaluation will be made.

PROVIDE DATA (7.2.2)

The provision of data means making available to the outside team the results of system operation and related information required by the team for assessing the system design and operation.

It is important that complete data be provided to the outside evaluation team. It will not be possible for the team to make a meaningful evaluation without complete information. The data should include the management behavioral objectives (4.2) that are the standards previously set by which to measure end results. Program measurement data should be provided. Complete accessibility to records, facilities, staff, classification folders, and learners must be provided. The compiled and compared measurement results should be made available, with copies for each outside team member to use in analyzing the data and evaluating the system.

In the delivery system model the function PROVIDE DATA (7.2.2) is accomplished by describing what data will be provided, how these data will be made available, and who will have responsibility for seeing that the outside team does have all the data required for a worthwhile evaluation.

PREPARE/PRESENT REPORT TO DECISION MAKERS (7.3)

The presentation of the report to the decision makers is the process of submitting to the administrative officers in decision making roles the reports which contain the procedures and results of evaluation, and recommendations for the future of the system.

Preparing and presenting the reports to decision-makers are important functions if continuing improvement in the system is to be insured. Regardless of the evaluative process used, self evaluation (7.1) or outside team evaluation (7.2), a complete and thorough report written in easily understandable language must be presented to the individuals who are responsible for making decisions (Lee,1970). It is only in this way that top decision makers can have the information needed to effect real and meaningful change. As Cannon (1970) concludes, from his study of the evaluation of the Maryland Department of Corrections, the success of an evaluation depends upon the evaluators' methods and the attitude of the institution leadership toward implementation of the evaluation's recommendations. The report should effect positive change in the management function of the program development and operation (6.1), the management plan (5.1), the management subgoals and objectives (4.3), the assessed needs (3.1), and the institutional philosophy (2.3). These relationships are shown by feedback signal paths from the report to the decision makers (7.3) to the other management functions.

In the delivery system model describe the plan for presenting the report to the decision makers.

Conclusion

Evaluation serves as the basis for improvement. The institutional whole was identified, management goals established, and a management plan formulated to reach these goals. The evaluation carried out in (7.0) serves the purpose of determining the effectiveness of these management functions, as well as assessing the instructional program developed in (6.0) to implement the management plan. The administrator gives ongoing direction to the system through evaluation and feedback.

The evaluation of adult basic education in corrections systems can make a major contribution to education and corrections. The substance and methodology of adult basic education can be improved by utilizing evaluation feedback in planning and implementation. The growth and development of the offender can be enhanced by tailoring training to his/she needs and characteristics, and social well-being can be increased through use of feedback indicating the extent to which social needs are being fulfilled. Evaluation is the key to the design and implementation of viable, dynamic systems which will accomplish the mission of corrections--redirection of the offender into socially productive and civically responsible avenues.

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U.S. Department of Health, Education, and Welfare. *Adult basic education program statistics*. Washington: U.S. Government Printing Office, 1969.

U.S. Department of Health, Education, and Welfare. *Adult basic education: Strengthening the foundation of our democratic society*. Second annual report of the National Advisory Committee on Adult Basic Education to the President of the United States and Secretary of Health, Education, and Welfare. Washington: U.S. Government Printing Office, 1969.

U.S. Department of Health, Education, and Welfare. *Adult education program: Adult education of 1966 fact sheet*. Washington: U.S. Government Printing Office, 1969.

U.S. Department of Health, Education, and Welfare. *Division of education programs: A lifetime of learning.* Washington: U.S. Government Printing Office, 1969.

U.S. Department of Labor, Manpower Administration. *Final report of project challenge*. Washington: U.S. Government Printing Office, 1968.

U.S. Department of Labor, Manpower Administration. *Manpower development and training in correctional programs. MDTA experimental and demonstration findings no. 3*. Washington: U.S. Government Printing Office, 1968.

U.S. National Archives. *Federal register: Financial assistance for adult education programs--Adult basic education*. Reprint of part 166, 32, 77. Washington: U.S. Government Printing Office, 1967.

U S. Office of Education. *Adult education*. Annual report of the National Advisory Committee on Adult Education. Washington: U.S. Government Printing Office, 1972.

Vargas, J.S. Goals of adult basic education in correctional institutions: Viewpoint of the behavioral scientist. In T.A. Ryan and L.C. Silvern (Eds.), *Goals of adult basic education in corrections*. Honolulu: Education Research and Development Center, University of Hawaii, 1970. Pp. 77-88.

Verner, C. *A conceptual scheme for the identification and classification of processes for adult education*. Washington: Adult Education Association, 1962.

Waldrop, R.S. *A survey of psychological-educational tests used in the major facilities of the Bureau of Prisons*. Washington: U.S. Bureau of Prisons, 1971.

Ward, A.B. Conceptualizing adult basic education in correctional settings. Honolulu: Education Research and Development Center, University of Hawaii, 1971. (mimeo)

Warren, Jr., E.A. Goals of adult basic education in correctional institutions: Viewpoint of the offender. In T.A. Ryan and L.C. Silvern (Eds.), *Goals of adult basic education in corrections*. Honolulu: Education Research and Development Center, University of Hawaii, 1970.

Warren, M.F. The next step. Honolulu: Education Research and Development Center, University of Hawaii, 1972. (mimeo)

Warren, V.B. (Ed.) *Adult basic education: A guide for teachers and teacher trainers*. Washington: The National Association of Public School Adult Educators, National Education Association, 1966.

Watt, L.B. Adult basic education: *A bibliography from the educational materials center.* Washington: U.S. Department of Health, Education, and Welfare, Office of Education, 1968.

Weaver, Frank B. *A bibliography of instructional materials for adult basic education and adult high school programs*. Raleign, North Carolina, 1968-1969.

Weinberg, C.D. Hardware and software systems for A.B.E. Honolulu: Education Research and Development Center, University of Hawaii, 1972. (mimeo)

Wells, H.G. Individual differences among offenders. In T.A. Ryan (Ed.), *Collection of papers prepared for 1970 national seminars: Adult basic education in corrections*. Honolulu: Education Research and Development Center, University of Hawaii, 1970. Pp. 588-600.

Werth, W. Individualized instruction in a correctional setting. Washington: U.S. Bureau of Prisons, 1971.

White Plains Public Education Center. A guide for establishing a learning laboratory: Adult basic education. White Plains, New York: White Plains Public Schools, 1969.

Willetts, D.A. College behind bars. Welfare Reporter, 1971, 22, 19-24.

Williams, N.G. An innovative testing program in correctional institutions. In T.A. Ryan (Ed.), Collection of papers prepared for 1970 national seminars: Adult basic education in corrections. Honolulu:Education Research and Development Center, University of Hawaii, 1970.

Wittich, W., and Schuller, C. Audio-visual materials. New York: Harper and Row Publishers, Inc., 1967.

Womer, F.B. Basic concepts in testing. Guidance Monograph Series, III. Boston: Houghton Mifflin Company, 1968.

Woodward, Jr., H.H. Motivating the inmate learner to learn. In T.A. Ryan (Ed.), Collection of papers prepared for 1970 national seminars: Adult basic education in corrections. Honolulu: Education Research and Development Center, University of Hawaii, 1970.

Woodward, Jr., H.H. Human concern for the offender. Honolulu: Education Research and Development, University of Hawaii, 1972. (mimeo)

Woolman, M. Programming of reading skills for adults. Washington: Institute of Educational Research, 1962.

APPENDIX

Bibliographies of Adult Basic Education Materials[1]

Adult Education Council of Greater Chicago. AN INVESTIGATION OF THE MATERIALS AND METHODS FOR THE INTRODUCTORY STATE OF ADULT LITERACY EDUCATION, by Anne Hayes, Nancy Lighthall and Dan Lupton. Springfield, Illinois, Office of Supt. of Public Instruction, 1964. 59 p. Mimeo.

An intensive analysis of adult literacy materials under three major rubrics: Professional Literature, Basal Materials, Supplementary Materials. Entries are carefully annotated to indicate application to the introductory level of reading achievement, defined as 0-2 grades. A summary discussion of the problems of selection and evaluation of literacy training materials may be useful.

American Library Association. Adult Services Division. Committee on Reading Improvement for Adults. BOOKS FOR ADULTS BEGINNING TO READ, REVISED 1967. (Reprint from THE BOOKLIST AND SUBSCRIPTION BOOKS BULLETIN, Dec. 1, 1967) Chicago, A.L.A. Adult Services Division, 1967. 12 p. Pa.

List is organized into two reading levels, elementary and intermediate, with entries arranged alphabetically by author. Not an extensive list, but it has been analyzed and annotated carefully to indicate subject matter and style appropriate to adult readers at these levels of proficiency. CAUTION: List includes children's materials considered suitable for adult new readers, but these items are identified.

Berdrow, John, comp. BIBLIOGRAPHY: CURRICULUM MATERIALS FOR ADULT BASIC EDUCATION. Springfield, Illinois, Office of Supt. of Public Instruction, Dept. of Adult Education, n.d. (Circular Series A-185) 37 p. Pa.

A curriculum materials guide intended mainly for ABE teachers and administrators, Arranged by the typical ABE program subject areas, first by materials for instructional use and then by materials for supplementary use. Films, filmstrips and other useful hardware are also listed.

Boston Public Library. Committee on Easy-To-Read Materials. MATERIALS FOR THE BEGINNING ADULT READER. Boston, Public Library, 1968. 16 p. Mimeo.

Arranged into three sections by reading grade levels: 1-3, 4-6, and 7-8. Each entry specifies the exact readability level and briefly summarizes content and its applicability. List identifies materials prepared for children.

Canada. Department of Regional Economic Expansion Experimental Projects Branch. ANNOTATED BIBLIOGRAPHY: ADULT BASIC EDUCATION. Preliminary draft copy. Ottawa, Canada. Dept. of Regional Economic Expansion. 1969

A recent, comprehensive compilation of ABE materials, organized into two major sections by the purpose of the item:

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[1] Frank, B. Hardware and software for adult basic education. Honolulu: Education Research and Development Center, University of Hawaii, 1972. (mimeo)

1) Instructional Materials and 2) Survey of the Literature of ABE Processes The Instructional materials section is arranged by its function - sequential systems, reading skill development, general knowledge and interest reading, phonics, math, etc. The literature section includes any publication relating to ABE, including periodical articles, reference books and research reports, and ranges over the wide spectrum of ABE problems. Appendices contain author indexes to each section and lists of publishers and of the journals in the field.

Cleveland Public Library. Adult Education Dept. Reading Centers Project. SUGGESTED BOOKS FOR BEGINNING ADULT READERS. Cleveland, Public Library, 1967. 29 p. Pa.

Annotated book list based on experience in the library's Reading Center Project and tested with beginning adult readers. Entries are arranged by title in four separate sections which represent the four separate steps of graded reading difficulty used at the centers. These steps are fully described in the preface.

Dramond, Harriet and Phyllis Duturn. GUIDELINES FOR THE PREPARATION OF WRITTEN MATERIALS FOR THE UNDEREDUCATED ADULT. Upper Montclair, N.J. Adult Education Resource and Service Center, 1967.

This item might have value for content specialists.

Fader, Daniel N. "Reading List of 1000 Paperback Books", pp. 148-175 in: HOOKED ON BOOKS: PROGRAM AND PROOF by Daniel N. Fader and Elton B. McNeil. New York, Berkely Pub. Corp., 1968.

This is an author, title, publisher, price listing only of books found to be most popular and actually read by adolescents in a special program to encourage reading by semi-literates in the schools. The list can be useful in selecting titles for adult new readers because it was based on criteria of ease of reading and comprehension plus high interest among undereducated readers. Items that are not appropriate for a mature reader can be excluded by the information contained in titles.

Ford, David and Eunice Nicholson, comp. ADULT BASIC READING INSTRUCTION IN THE UNITED STATES. Newark, Del., International Reading Assn., 1967. 28 p. Pa. (I.R.A. Annotated Bibliography No. 15)

Selective list of materials to build a reading program and to guide the reading teacher. Arranged by sections on comprehensive reading programs, supplementary reading practice materials, materials for teaching the foreign-born, professional training publications. Brief annotations of the subject content and methods.

Harris, Larry A. Comp. GUIDE TO MATERIALS ON READING INSTRUCTION. Bloomington, Ind., ERIC, Clearinghouse on Retrieval of Information and Evaluation on Reading (CRIER), Univ. of Indiana, Sept. 1968. 248 p. Pa.

This compilation is arranged by publishers (78) in alphabetical order. Each entry is by title and classified by type of reading instruction program (basal/non-basal), setting of material, type of material (reader, workbook, etc.) type of binding, Grade Level (Readability and Interest) Skills Development.

Lander, Muriel Comp. BIBLIOGRAPHY OF FREE AND INEXPENSIVE MATERIALS FOR USE IN ADULT EDUCATION CLASSES. Vol. 1, Union, N.J., Adult Education Resource Center, Newark State College, n.d. 8 p. Mimeo.

Intended for comprehensive use in Adult Basic Education, Skills, Training, High School Equivalency and GED classes and includes material at all levels of performance. Entries are arranged by title under 8 subject headings. Very brief annotations and no definite stipulation of the readability level of each item. Heavy on pamphlets and government publications.

Los Angeles Public Library. REPORT II OF LIBRARY SERVICES AND CONSTRUCTION ACT PROJECT NO. 2842, July 1 - Dec. 31, 1966. Los Angeles, Public Library, 1966. 45 p. Mimeo.

The appendices of this report included a booklist of controlled vocabulary - high interest titles for adult and YA readers. Annotated in part. Heavy concentration of urban, ethnic and Spanish language items.

Lundeen, Alma, Comp. "Books for Adult Beginners; Self-Improvement Through Reading" ILLINOIS LIBRARIES, Sept. 1964, pp. 565-597 (photocopy.)

A selected list of supplementary reading intended to enhance or stimulate a regular reading habit in the adult new reader. Selections are briefly annotated in recontent and are individually rated at three levels of reading performance, Beginning, Intermediate and Advanced. However, entries are arranged under a series of broad subject or form categories which could be useful for content development purposes, e.g. Biography, Communication, Conservation, Economics, Health & Hygiene, Hobbies, Home Arts, etc.

Michigan. Department of Education. State Library. ADULT BASIC EDUCATION PROGRAM. HIGH INTEREST-LOW DIFFICULTY COLLECTION: A SELECTED LIST ARRANGED BY READING LEVEL. Lansing, Mich. Michigan State Library, n.d. 31 p. 45 p. Mimeo.

Two separate booklists in nearprint form. The first list is arranged by reading performance levels 1-8 inclusive. Each entry is annotated carefully to show its utility. The second and longer list is arranged by subject headings ranging from Adventure and Exploration through Cars, History, to Weather. No annotation of these titles except that the reading level is stipulated in each case.

Milwaukee Public Library. ABOUT PEOPLE IN ABE BOOKS. Milwaukee, Public Library 1967. 36 p. Mimeo.

Famous persons and celebrities listed by their popular names in alphabetical order with references to information about them in books held in the library's ABE collection. Paging and author/title of the source publication are cited in each entry. The Milwaukee Public Library periodically issues a computer printout of its titles acquired for the Adult New Reader collection.

National Book Committee, New York, N.Y. GUIDELINES FOR VISTAS TO USE WITH VISTA BOOK KITS. Washington, D.C. Volunteer Information Service, VISTA - U.S. Office of Economic Opportunity. 80 p. Pa.

A short manual of instructions of VISTA volunteers in the application and use of packaged book kits prepared for their varied clientele. The manual contains simple author/title listings for each of the separate Adult and Young Adult book kits, with special units oriented to American Indians, mental institutions, migrant laborers, rural and urban residents, plus an annotated list of additional titles which might have relevance to any one of these units. This item might be very useful in developing a training unit for reader guidance efforts of teacher aides.

National University Extension Association, Washington, D.C. BIBLIOGRAPHY - MATERIALS FOR THE ADULT BASIC EDUCATION STUDENT. Prepared by U.S. Office of Education, Adult Education Branch, Washington, D.C. N.U.E.A. June 1968. 129 p. Pa.

This list is strictly confined to adult oriented materials. It is arranged under six inclusive categories: Communications Skills, Computation Skills, Social Studies, World of Work, Individual & Family Development, Materials for Spanish Speaking. The first three skills sections are divided into programmed and combination programmed-non-programmed media. A useful summary of programmed instruction techniques and a set of succintly stated criteria for selection of ABE materials are included. The annotations stress application to ABE instructional needs.

National University Extension Assn. Washington, D.C. EDUCATIONAL TECHNOLOGY: PREPARATION AND USE IN ADULT BASIC EDUCATION PROGRAMS. Prepared for the U.S. Office of Education, Adult Education Branch, Washington, D.C. NUEA June, 1967. 86 p. Pa.

Manual to guide administrators and instructors on the application of new hardware in ABE learning situations. Covers general discussion of role and training technicians in use of the technologies and then gives a detailed description of several media: Video and Audio Tape Recording, Programmed Learning, Teaching Machines, CAI, etc., 8mm movie film and film loops, overhead projectors, telelectures, etc. A comprehensive bibliography covering various phases of educational technology concludes the presentation.

New Jersey. Library Association. Human Relations Committee. LIBRARY SERVICE TO THE DISADVANTAGED. A SELECTED LIST, REVISED, 1969. New Jersey State Library, Public and School Library Service Bureau, 185 W. State Street, Trenton, N. J. 08625.

Lists books, pamphlets and periodical articles on this subject. The list is divided into sections: 1) What has been done, 2) What can and needs to be done, 3) What can be used, and 4) To gain understanding. Annotated to indicate the relevance and utility of the material to this problem.

New York Public Library. EASY READING FOR ADULTS; THREE HUNDRED TITLES HELPFUL TO LIVING IN AMERICA. Chosen by a workshop group of the library. New York Public Library, 1954. 62 p. Pa.

An older compilation prepared before the surge of publication in this field which probably contains many citations that are out of print or obsolete. It is arranged into eight major sections by a loose classification of readability level of the materials: Picture Books, Readers, Very Easy, Easy, Fairly Easy, Standard, Fairly Difficult, Information & Reference. Entries are by author or title in each classification, but a subject index is added to the Reader (type) index. Must be used very sparingly but can be useful as a source of carefully evaluated titles for supplementary reading purposes which may not be found on more recent standard bibliographies.

Ohio State Library. BOOKS/JOBS PROJECT. Core List. Jan. 1968. BOOKS/JOBS PROJECT. Supplementary List. Mar. 1968 Columbus, Ohio State Library, 1968. 13 p. Mimeo.

A broad, but selective list of printed and audiovisual materials in the fields of human relations, vocational information and basic education. Arranged by author under those headings. Annotations briefly describe content and usually designate the proper reading level and also distinguishes background items suitable for professional training.

Otto, Wayne and David Ford. MATERIALS FOR TEACHING ADULTS TO READ. Working Paper No. 2. Madison, Wis., University of Wisconsin-Research and Development Center for Learning and Re-education, Feb. 1966. 46 p. Pa.

Results of an evaluation survey of ABE materials intended to develop reading skills. Materials included are those which cover the initial stages of acquiring reading skill, the "mechanics" and the "decoding" tasks needed to establish an ability to attack materials independently. A set of criteria to apply to the evaluation process and a detailed checklist of 50 analytical and descriptive items is applied to the four lists of materials included: Basic Reading Programs for Adults, Supplementary Skill Builders, Supplementary Reading Easy Materials, U.S. Govt. Printing Office Publications, Materials for Foreign Born.

Philadelphia. The Free Library. READER DEVELOPMENT PROGRAM. BIBLIOGRAPHY. Philadelphia, The Free Library, Dec. 1968.
A series of listings of the library's holdings of materials at the 8th grade reading level or below. Each list is devoted to a separate subject category: Community, Citizenship, Family Life, Jobs, Reading, Writing and Arithmetic (combined and individual lists,) Science, The World and Its Peoples (3 subordinate lists) Entries are arranged by title on each list along with short content notes and citation of readability level.

Smith, Edwin H. and Weldon G. Bradtmueiller, comp. A SELECTED ANNOTATED BIBLIOGRAPHY OF INSTRUCTIONAL LITERACY MATERIALS FOR ADULT BASIC EDUCATION. Tallahassee, Fla. Florida State Univ., Department of Education, Div. of VTA Education, May 1966.
This is a carefully annotated selection of ABE printed materials with emphasis on their instructional values. Arranged into three stages of ABE development: Introductory (1-3), Elementary (4-6), Intermediate (7-9). Two sets of criteria, general and specific, are presented along with the selections which assist the user of the lists.

Smith, Jeannette, Comp. BOOKS FOR NEW READERS: A BIBLIOGRAPHY. Syracuse, N.Y. New Readers Press 1964. 64 p. Pa.
The Laubach Literacy System list presented in four parts: two adult reading courses based on the Laubach streamlined English series, a New Readers Library of supplementary reading suggestions, and a list of ABE publishers. The New Readers Library lists are arranged under 14 broad subject headings and are briefly annotated for content. Reading level is indicated in each entry and these materials are concentrated on the 1-4 levels.

Stoffle, Carla J. "LIBRARY SERVICE TO THE DISADVANTAGED: A COMPREHENSIVE ANNOTATED BIBLIOGRAPHY. Parts I and II." LIBRARY JOURNAL, 94:141-152 Jan. 15, 1969: 94:507-514, Feb. 1, 1969.
Bibliography covers 1964-1968 period. Available in reprint from R. R. Bowker. Pub. Co. on order.

Summers, Edward G. Comp. MATERIALS FOR ADULT BASIC EDUCATION: AN ANNOTATED BIBLIOGRAPHY. Bloomington, Ind., Univ. of Indiana, School of Education, 1967. 23 p. Mimeo. (Occasional Papers in Reading, Vol. 1, March 1967)
This bibliography is divided into four sections of instructional materials, graded at three levels of performance: beginning, intermediate and advanced, plus a section on professional literature references. Entries in the instructional materials sections lean heavily on the text series and do not incorporate much supplementary reading.

Utah, State Board of Education. Utah Adult Education Services. ADULT BASIC EDUCATION INSTRUCTIONAL MATERIALS GUIDE. 1969.

A comprehensive guide to a broad variety of ABE materials including audiovisual instructional units.

Watt Lois B. and Sidney B. Murphy. Comp. ABE, A BIBLIOGRAPHY FROM THE EDUCATIONAL MATERIALS CENTER. U.S. Dept. of HEW, Office of Education, Bur. of Research, Washington, D.C. USGPO/ Sup. Docs, 14 p. Pa.

An abbreviated, selective bibliography largely devoted to the instructional texts series in combined and eight single curriculum areas. Minimal annotation but full bibliographic description. Single curricular fields are: English Language and Literature, Guidance Services, Health, Industrial Arts and Vocational Education, Mathematics, Religion, Science and Social Studies.

Wyoming, Department of Education. Division of Vocational-Technical Education, Adult Basic Education. ADULT BASIC EDUCATION: A BIBLIOGRAPHY OF MATERIALS. Reproduction of a bibliography prepared by Kalamazoo, Michigan Public Library Adult Reading Center, Marion Spencer, ed. Cheyenne, Wyoming Dept. of Education, n.d. 164 p. Pa.

An annotated bibliography of curriculum materials, machines, equipment and professional guidance literature designed for ABE instructors and students. Arranged into 38 sections by curricular subject area, media form, program function. An author, title and publisher index to contents is provided. Useful because of the comprehensive range of its coverage.

There are a number of other publications you should be familiar with as you develop multimedia programs:

Audio Visual Instruction: Media and Methods by Brown,
Lewis, and Harcleroad
McGraw Hill 1969
New York, New York

Audio Visual Marketplace
Bowker Publications
P.O. Box 2017
Ann Arbor, Michigan 48106

Audio Visual Methods in Teaching by Edgar Dale
Dryden Press 1969
New York, New York

Developing Multi Media Libraries by Warren B. Hicks
R. R. Bowker Co. 1970
New York, New York

Educational Broadcasting Magazine
825 S. Barrington Avenue
Los Angeles, California 90049

Educational and Industrial Television Magazine
607 Main Street
Ridgefield, Connecticut 06877

Educational/Instructional Broadcasting Magazine
647 N. Sepulveda Boulevard
Los Angeles, California 90049

Educational Television Magazine
607 Main Street
Ridgefield, Connecticut 06877

Standards for School Media Program
National Education Association
Washington, D.C.

Teaching and Media: A Systematic Approach by Gerlach
and Ely
Prentice Hall 1971
Englewood Cliffs, New Jersey

The Teacher and Overhead Projection by Morton J. Schultz

Prentice Hall 1965 .
Englewood Cliffs, New Jersey

Another good contact is:

The National Audio Visual Association
Evanston, Illinois

They publish an extensive Audio Visual directory.

It would be an almost impossible task to list here all of the materials that might be used by an ABE program. The list could almost be endless and would be, to say the least, more than could be carried back by you on the plane.

The important point is to know the source of good bibliographies and to know where to get adequate information about materials that may be of value.

I have found the following bibliographies to be of special value in selecting materials: (*sic*.)

The RFD bibliography. Available from RFD, P. O. Box 5421, Madison, Wisconsin.

Annotated with limited judgements made regarding usefulness of materials in relation to RFD project specifically. While these judgements may not be especially relevant to your own situation, there may be some value in reading them and using them once you have some idea of their broad context.

GLOSSARY OF TERMS

This glossary is intended primarily for those who have had little formal training in systems approach to adult basic education in corrections. Therefore, some of the definitions may not meet the more exacting requirements of the professional disciplines. Most of the definitions are discussed elsewhere in the book. Therefore, the definitions in the glossary are brief.

Accountability
The state of being responsible for results.

Administration
Planning, organizing, developing, scheduling, coordinating, staffing, budgeting, and decision-making activities conducted for the purpose of directing the operation of a given unit.

Adult basic education
Education which prepares persons for implementing responsibilities of adults in a free society. Beyond the scope of literacy skills and job knowledge, adult basic education is involved in the total growth and development of the individual.

Adult Basic Education in Corrections
A specialized educational program created and designed for the under-educated adults in a correctional setting, to prepare them for entry into gainful employment and for assuming adult responsibilities.

Affective domain
The area of behavior which involves the emotions as they pertain to receiving, responding, valuing, organizing and characterizing information.

Analog
Something that is analogous or similar to something else. Analog refers to a graphic representation of a real life situation.

Analysis
The process of identifying a whole, relating the parts to each other and to the whole itself, separating the parts and limiting the process so parts do not lose identity.

Attainability
The extent to which a solution can become a reality.

Behavior
Those activities of an organism which can be either observed or inferred by another person, including thinking, feeling, and doing.

Behavior modification

Change made in behavior--which consists of cognitive, affective and psychomotor elements--by planned use of positive and negative reinforcement, aversive stimuli, or systemmatic desensitization.

Behavioral objective

An objective stated in terms of learner behavior describing measurable, specific changes in skills, attitudes or knowledge of the learner. A behavioral objective describes what the person will be doing, feeling, or thinking, and specifies the terminal behavior to be observed after the completion of a learning experience.

Brainstorm

A group process of creative thinking, wherein people sit around and throw out ideas about a topic, hoping to come up with a new idea, with no attention to possible constraints in the real life situation.

Case work

Assistance given to needy individuals who may be physically, mentally, or socially handicapped.

Civic responsibility goal

The development of knowledge, skills, and attitudes-values to enable the individual to implement behaviors which contribute in an organized, lawful way to the welfare of the group, subsuming the achievement of an awareness relationship and participation in neighborhood and local community issues and affairs, the awareness of political issues and laws of the land, and respect for the rights and property of others.

Classification

The process whereby information, collected from as many sources as possible about individual offenders, is processed and used as a basis for making decisions which result in establishing and maintaining a program for each individual. It refers to the function of identification and placement of an offender within an institution.

Climate control

Planned use of physical and psychological factors to enhance the learner's motivation to learning.

Climate for learning

The total environment, including physical and psychological factors, which combine to enhance the learner's motivation to learn.

Clinical psychologist

Specialized professional who is concerned primarily with treatment of individuals who are severely disturbed.

Cognitive domain

The area of thought that involves the following levels: knowledge, comprehension, application, analysis, synthesis, and evaluation.

College

Post-secondary education, consisting of a planned program of learning experiences and environments designed to contribute to the health, growth, and development of the individual, and leading to the awarding of certificates or granting of degrees.

Community

The area immediately adjacent to the institution, or the area which will be the post-release residence of the offenders. The community consists of geographic, social, economic, and psychological factors which define a living area.

Compatibility

The extent to which a system is geared to a particular environment.

Compile data

The process of collecting the results of the testing which has been done as part of the program operation; the organization, recording and categorization of the results of pretests, supportive tests, posttests, and quantitative information relating to program elements.

Component analysis

A process employed by the designer of a system to identify alternative human and material means that may carry out specific functions required to attain system objectives.

Components

Parts which comprise a system and which work for the attainment of the objectives of the system.

Composition of population

Description of the total offender group by ethnic, age, sex, education, employment, and related variables.

Computer-assisted instruction

A method of instruction utilizing a mechanical or electronic device to assist in carrying on an educational program. It is a learning system conducted totally within the computer which tests, diagnoses, and prescribes. All learning materials are presented by the computer at a connected terminal.

Conceptual model

A generalized process model, describing a process operation which can be replicated in many conditions and settings. A conceptual model identifies the essential elements or functions which must be implemented to achieve an effective program operation. A conceptual model is used for simulation, either with a computer or by verbal walk-through.

Constraints

Known limitations and restrictions in the capabilities of human and material factors involved in the design, development, and maintenance of a system. A constraint can be overcome in order to achieve goals, subgoals,and objectives.

Control

A custodial function implemented to regulate inmates and institutions to insure an orderly operation of the correctional system.

Controlling function

Rules and regulations that make for an orderly operation within the setting.

Coordinate institutional and community resources

The process of placing elements in the institution operation and those in the outside environment in relation to each other in order to implement the total system of which they are a part. This means identifying those elements in the institution and the community, determining the ways in which these elements can be related to optimize operation of the system, and operationalizing the relationships.

Correctional education

Education directed to and designed for changing behaviors of the offender population of a correctional institution.

Corrections

That part of the justice system concerned primarily with protecting society from further wrongs, and changing the behaviors of individuals found guilty of prior wrongs and transgressions through violation of moral, legal, and ethical codes. Corrections seeks to redirect these individuals to enable them to play constructive, productive roles in society.

Corrections functions

Those activities carried on in the correctional setting to accomplish the redirection of behaviors of individuals so that personal welfare and social well-being will be achieved and maintained.

Cost
The expenditures which will be required.

Counseling
Services provided by professionally trained personnel to individuals or groups to assist them in dealing realistically and successfully with the developmental tasks appropriate to growth stages.

Counseling psychologist
A specialized trained professional person providing services to individuals and groups to assist them in achieving full development of their potential for positive growth and development.

Course
The objectives, experiences, skills, projects, demonstrations, related information and methods involved in teaching a school subject over a specified period of time.

Curriculum
The totality of learning experiences and environments purposefully created and contrived to bring about desirable changes in the behaviors of a given population of learners.

Curriculum guide
An operational plan for determining the outcomes to be achieved by planned intervention, identifying strategies for achieving these objectives, selecting or creating the strategies to be implemented as created and contrived learning experiences and environments, and selecting or creating strategies for evaluating effectiveness of the plan.

Debugging
The process of removing problems from a graphic analog by changing it in some way, through trial run, error correction, or comparison of alternative configurations for achieving program objectives, before launching a test of the program

Delivery system
An organization made up of a number of related parts or functions which work together to achieve a stated mission or to produce identifiable objects, actions, and/or information. The products of a delivery system of adult basic education in corrections are offenders who have been changed or corrected by participation in experiences specified in the systems design.

Dental services
Treatment of diseases and injuries to the teeth, extraction of diseased or injured teeth, and the insertion of artificial dentures.

Descriptor

Phrases of five or fewer words printed in upper case letters (ANALYZE REAL LIFE ENVIRONMENT), which appear in function boxes in the flowchart and in the accompanying narrative, and which describe the function or element in a system.

Dial-access retrieval system

A sound system having storage and retrieval capabilities from reel to reel or cassette programs. These programs can be dialed into by students from various local stations with either monitor response, self-recording playback, or only tutorial feature.

Earning power

Job skills, attitudes,and knowledge required to support oneself and family within the law.

Economic characteristics of the offender

Earning power and prior occupational history of the individuals in an institution which include identification of levels of job skills, knowledge, and attitudes of the offender population in an institution.

Economic efficiency goal

The development of knowledge, skills, and attitudes-values to enable the individual to manage home and family affairs and support self and dependents at a living standard above the poverty level, in a manner satisfying to him/her with minimal or no assistance from a private or public agency.

Economic factors of the institution

The prison industries or farm operation, and the socio-economic levels of the majority of offenders and institution personnel.

Education

A process of changing behaviors of an individual in desirable directions. As part of the treatment function in a corrections system, education is planned and directed, with experiences specifically created and environments purposefully contrived, to bring about specified behavior changes in the offender population.

Encumbered funds

Funds already allocated but not yet spent.

Environment

The totality of surrounding geographic, psychological, political, social, and cultural conditions within the institution, or in the immediate locale surrounding the institution, or in the post-release communities--the context in which a system operates, from which it receives its purpose and resources and to which it is responsible for the use of resources and for the adequacy of its output.

Evaluation

A process of interpreting quantitative data to provide a basis for making decisions about value or worth of an object, action, or concept.

Facility

An installation or architectural product, in which a program will be implemented, including requirements for storage, ventilation, acoustics, color, lighting, and electrical outlets.

Failure oriented

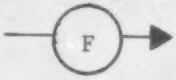
Attitude of those people who have failed so often in so many areas that they come to expect to fail.

Feasibility

The degree to which reaching the objectives is possible.

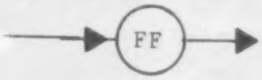
Feedback

Output from one function which goes back along a signal path to an earlier function which it enters as input and upon which it exerts an effect. It is shown with a capital F inside a circle:



Feedforward

Output from one function which goes forward along a signal path to a later function which it enters as input and upon which it exerts an effect. Feedforward is used only when information, actions, or objects from one major subsystem to another major subsystem bypass a major subsystem on the way. It is shown with a double F inside a circle:



Flowchart model

A graphic analog which describes the flow of actions, information, objects between and among functions and specifies functional relationships. Descriptors appearing in rectangular boxes identify the functions, and the direction of the relationship is shown by signal paths: (——▶).

Follow-up

The process of organized, regular contacting of people who have left a program for any reason,in order to determine long lasting effects of the program.

Function box

A rectangle in a flowchart model, together with a descriptor and a point numeric code, depicting the function or part of a system.

Functions

Specific activities carried out in designing, developing, and maintaining a system in order to facilitate the attainment of the objectives of the system. Parts or elements of a system.

Functions analysis

The process by which the designer of a system identifies what is required to be done to insure the attainment of objectives.

General Educational Development Test Battery

A test battery developed by U.S. Armed Forces Institute to provide those who did not get a high school diploma a chance to demonstrate high school equivalency. GED programs are designed to develop the educational abilities of the individual so that he may pass the GED test.

Goal

A description of general intent or desired outcome. A goal sets the direction and indicates the general nature of the desired outcome, but does not specify the characteristics of the expected products. It is the purpose for which an organization exists.

Goals of Adult Basic Education in Corrections

The four goals of adult basic education in corrections are the desired behaviors which can be developed in the offender population. They are (1) SELF REALIZATION, (2) CIVIC RESPONSIBILITY, (3) ECONOMIC EFFICIENCY, (4) SOCIAL RELATIONSHIPS.

Group dynamics

Therapeutic group interaction conducted by a professional psychologist or sociologist.

Group instruction

The traditional teaching situation wherein a number of students are all doing the same thing. They are taught as a group and are expected to react as a group.

Group work

Planned activities with two or more individuals to contribute to their growth and development.

Guidance

Services provided to individuals or groups to maximize and facilitate learning and direct behavioral change in desirable directions.

Hardware

The equipment used in an educational program, including machines, physical equipment, and audio-visual devices that perform a physical function in the presentation of educational software.

Individualized instruction

The process wherein an educational program is prescribed for an individual to attain his educational goals and objectives.

Industry operations

Those activities in the institutional setting which are carried out for the purpose of making a profit.

Input

Whatever becomes subject to the system, or the material upon which the system operates; action, information, or objectives which go into and contribute to the working of a function or element in a system.

Input competence

The capabilities of the input. In an instructional system, this term is usually used to denote the initial capabilities, knowledge, skills, and attitudes of the learner.

In-service training

The process which involves the continuing provision for short-term educational experiences of incumbents, aimed at contributing to professional growth and development and improvement of the instructional program.

Institution-related functions

Those activities in a corrections setting which are concerned primarily with and contribute to the efficient operation of the total system.

Institutional personal services

Those services provided to the total population to support the physical and mental well-being of the individuals.

Institutional setting

The physical, social, psychological, and economic factors that influence system operation. It is made up of two parts, the institution proper and the nearby community which serves the institution.

Instruction

The process of purposefully contriving environments and creating experiences to bring about desired changes in the behaviors of individuals.

Instructional goals

Statements of general intent, to be realized as a result of planned educational intervention.

Instructional objectives

Behavioral objectives which state the intended outcomes in terms of behaviors for a particular group of learners, following a specified set of learning experiences, under specified conditions, and at defined criterion levels.

Instructional philosophy

The statement of beliefs about the nature and ultimate purpose of the learning experiences and environments created and contrived to bring about desirable changes in the learners, including beliefs and truths about the learners, the purpose and nature of instruction, and the roles and responsibilities of instructional staff.

Instructional strategy

A predetermined plan that specifies the methods, techniques, devices, and motivational elements to be implemented under varying circumstances at different stages of the program.

Instructional subgoals
General statements describing the knowledge to be acquired, the skills to be developed, the attitudes or feelings to be reinforced in order to implement the four broad goals of adult basic education in corrections. Subgoals are expressed in terms of knowledge or understandings, skills, and attitudes or feelings.

Job description
A statement concerning duties, qualifications, and other factors of jobs in an industrial plant or other establishment that employs workers.

LOGOS
Language for Optimizing Graphically Ordered Systems, used in flowchart modeling.

Learning laboratory
A planned area providing a self-contained learning unit for individualized, self-paced instruction using a multi-media approach.

Learning resource center
A centrally located room or series of rooms wherein there is housed all the hardware and software needed to carry on a multi-level, multi-subject, multi-media educational program.

Learning task
An activity designed to provide the learner an opportunity to develop the behaviors specified in the lesson objective. The learning tasks are made up by describing the method/techniques implemented by the teacher in relation to hardware/software and the learner.

Legal services
An office or a person provided for the offender to assist him in understanding and implementing--in the interest of protecting individual rights--the edicts, decrees, orders, statutes, ordinances, and judicial decisions which serve as controls or regulations for society.

Lesson
The continuous part of teaching given to the learner or group of learners at one time to achieve a defined behavioral objective. Each lesson contains a behavioral objective, the strategies for achieving the objective, and learning tasks.

Lesson plan
The plan by which an instructor can steer his classroom activities, his unit goals, and his instructional methods to daily fulfillment.

Library
A room, rooms, or building where hardware and software are kept, cared for, and circulated. A library houses books, periodicals, newspapers, media, and other learning materials.

Maintainability
The extent to which the operation can be maintained, taking into account repair and replacement factors.

Maintenance

The function of keeping up the building, grounds, and equipment of an institution.

Management

The functions of administration, including responsibilities for planning, organizing, coordinating, directing, controlling, and supervising, with obligations to account for results.

Management objectives

Performance objectives defined for the particular institution based on the assessed needs.

Management subgoals

Components of a goal defined for the particular institution based on the assessed needs.

Mechanical services

The activities carried out to maintain the physical condition of the facility in good repair and in operating order. Mechanical services include painting, lighting, sanitation, ventilation, and heating of the facility.

Media pack

A self-contained arrangement of teacher prepared learning materials designed for individual and independent learners who are performing at the same level. It contains: (1) introduction; (2) statement of behavioral objectives; (3) pretest; (4) lessons; (5) posttest; (6) quest activities; and (7) learner evaluation.

Medical services

Cure, alleviation, and prevention of disease, and the restoration and preservation of health

Method

The way in which learners are organized for the purpose of achieving educational goals. Methods include individual, small group, and large group.

Method-materials-media mix

A module system whereby teaching techniques, methods, materials and media are organized and directed to develop behavioral change in terms of specific objectives.

Mission

An ultimate accomplishment or a charge to be performed.

Model

An analog of the real world, which can be conceptualized in different forms. A simple version of the real world can be expressed as a mathematical equation, a physical device, a narrative or a graphic analog.

Modeling

A process of producing a highly simplified, but controllable, version of a real life situation. The modeling process results in organizing and combining parts and functions into analogs.

Motivational techniques

Those intrinsic or extrinsic actions, objects, or factors which make the individual want to accomplish the goals of adult basic education.

Needs

Discrepancies between what *is* and what *is desired.*

Objective

A statement that describes in observable and measurable terms the expected output performance of the product of the system.

Offender population

The total number of individuals sentenced to a given institutional jurisdiction, for the purpose of correction.

Offender-related functions

Activities in the corrections system which are concerned primarily with redirection of the offender population from anti-social into socially productive and constructive avenues.

Ombudsman

One hired by the institution to act for or to give legal help to the people in grievances, to serve three related purposes: redressing individual grievances, improving the quality of administration, and helping to supervise the bureaucracy.

Optimization

The degree of congruence between system synthesis and system purpose. A system should be adapted to its environment in such a way as to secure the best possible performance to achieve the mission of the system.

Output

The product of a system; the result or outcome of processes employed by the system. In the model it refers to a signal path leaving a function box. It can be a sequential signal, a feedback signal, or a feedforward signal.

Output performance

Performance relative to objectives, that the product of a system is able to exhibit at the terminal point.

Parameters

Specifications or requirements to be met in accomplishing the desired end. Every system has specifications, which are essential characteristics or conditions established in the design and operation of any system, and which can be quantified by numerical values. Parameters are fixed, but numerical values may change.

Parole

The process of granting release of an offender under supervision on condition of good behavior after the individual has served a portion of his sentence.

Peer

One's equal in status, age, or condition.

Personal-psychological characteristics

Factors and behaviors which combine to make up the personality of an individual, including interests, values, attitudes, aptitudes, mental ability, educational achievement, kinds of offenses, length of sentence, age, sex, race, marital status.

Personal services

Those services provided to the total population to support the physical and mental well-being of the individuals, including food, laundry, barber service, and other similar personal services.

Philosophy of adult basic education in correction

A set of beliefs about the rights and worth of offenders who are educationally, socially, and vocationally disadvantaged, and about the moral obligation and legal responsibility of corrections to assist them in achieving their full potential.

Pilot program

An abbreviated version of a full-scale program, carried out for the purposes of (1) determining the accuracy of predictions and validity of content; and (2) directing modifications in the program plan.

Plan

An operational description of (1) the goals to be accomplished; (2) the specifications within which operations will be carried out to accomplish the stated goals; and (3) the description of operations to be implemented.

Point numeric code

The decimal numbering code which appears in the lower right hand corner of each function box identifying the functions and elements that make up the major functions.

Post-release

The period of time after the offender is released from the institution, through discharge, parole, furlough, or work-release.

Post-release community

The geographic region or regions to which the major portion of the offenders go upon release from the institution.

Posttest

Test given at the conclusion of the program to determine changes in the behaviors of the learners.

Prerequisites
The qualities a person must have before being permitted to participate in an activity.

Prerequisite test
The process of obtaining a sample of the learner's behavior or an inventory of characteristics to be used in deciding whether or not he/she possesses the required background knowledge, skills, and attitudes for successful participation in the curriculum.

Pre-service training
The planned program of activities designed to orient the new employee and provide him/her with knowledge, skills, and attitudes for effective performance.

Pretest
A test given at the beginning of the program to provide information about the extent to which the learners have achieved the curriculum objectives before participating in the program. The pretest measures knowledge, skills, and attitudes.

Prior occupational history
Chronological sequence of jobs held by the individuals over previous potential working years.

Probation
The process of releasing convicted individuals on suspended sentence under good behavior and under supervision of an officer.

Psychiatrist
A medical doctor specializing in treatment and prevention of mental disorders.

Psychological services
A set of purposefully planned activities and programs for diagnosis and treatment of individuals having emotional or mental problems.

Psychomotor domain
Responses which are habitual and sequential with the order of response partially or wholly determined by sensory feedback from preceding responses. These include muscular motor skills, manipulation of materials and objects, or some act which requires neuro-muscular coordination.

Quantify
The process of determining the amount of something.

Rank order
Order of priorities with [illegible] important sequentially followed by others.

Reading laboratory
A kit or series devoted to the improvement of reading.

Real-life
The actual as compared to the ideal or the representation as in the model. It is *what is*, not what one would like it to be.

Realia
Real things and their models, including modified real things such as specially prepared specimens.

Recidivism
The re-entry to a correctional institution of a former offender.

Recreation
The process of contributing to personal growth and development through pleasurable exercise or activity conducted primarily for enjoyment.

Recruitment
The process of purposefully and systematically seeking to enlist fresh supplies of personnel for a given agency, institution, or organization.

Related education
Ancillary and supplemental knowledge necessary for effective performance in vocational and technical skill areas.

Reliability
The degree of dependability which can be attached to the operation over time.

Religious services
Services concerned with belief in, reverence for, or desire to please a divine ruling power, and providing an opportunity for faith and worship.

Resources
Means or assets which contribute to the realization of the system mission. Resources in this model refers to budget, space, time, personnel both from within the institution and outside.

Schedule time
The process of deciding which part and how much of the day is to be devoted to various activities for a given period.

Scope
The depth and breadth of coverage, including those experiences necessary to achieve the predetermined behavioral objectives, decisions to be made concerning where to begin, essential concepts needed, and minimal skills to be acquired.

Securing function
Custody of the correctional setting directly involving the offender in a manner prescribed by law. The securing function is accomplished through walls, fences, and towers.

Security

See securing function.

Selection

The process of choosing particular individuals from among those potentially available for specified assignments on the basis of defined criteria.

Selection criteria

The conditions of prior background required for entry into a program. These conditions are determined by characteristics requisite for successful achievement of program objectives, and are stated in terms of concepts, skills, knowledge, and attitudes, rather than courses already taken.

Self-evaluation

Determination of the value and worth of a system by those involved in the system design and operation.

Self-image

The feeling a person has about himself. To establish a positive self-image is a goal of adult basic education in corrections.

Self-realization goal

One of the four goals of adult basic education in corrections, involving the development of knowledge, skills, and attitudes-values to make the individual the person he/she is capable of becoming, with a heightened self-awareness, a realistic self-concept, a positive self-image, a realistic value system, and optimum achievement.

Sensitivity

Awareness of the feelings of other people.

Sequence

The systematic order or arrangement of activities to be compatible with the way individuals learn; the timeline specifying the way in which the content is arranged.

Signal path (⟶)

Path through which output from one function feeds to another function as input. It describes the flow of actions, information, or objects between and among functions and specifies functional relationships among the elements of the system.

Simulation

A process for testing a model or for processing data through the model, to see if it produces predictable results, by walking through the model or making a trial run.

Social adjustment

Experiences and environments created for the sole purpose of improving the capability of the individual to function positively in social situations. It demands a repertoire of coping skills and subsumes the capability of the individual to function as a family member, and contribute to the community.

Social-cultural charactersitics
Patterns of behavior expected from a group of individuals, which are different from those of other ethnic or cultural groups; identified as family background, religious affiliation, recreational interests and leisure time activities, and group affiliation.

Social-cultural factors
The general social structure and social groupings or classes in the institution among offenders and institution personnel. The formal and informal power groups.

Social interaction
The process by which people live, interact, and associate with others, including group dynamics, leadership, morale, productivity, communication, sensitivity, social class and structure, roles and status. It is important in a corrections system because of the tremendous peer group influences in the correctional setting.

Social relationship goal
The development of knowledge, skills, and attitudes-values to make the individual a person capable of coping with social situations and relating to other human beings in terms of realities, expectations, and standards of society.

Social work services
Those services which promote the welfare of families and individuals through organized efforts to help in adjusting to the home and community, as well as adapting the home and community to the needs of unadjusted individuals. It includes case work and group work.

Software
Teaching materials and supplies, including various media that require hardware for presentation, such as films, tapes, slides, loops, cassettes, and records; and those that do not require hardware, such as texts, workbooks, models, blackboards, maps, graphs, posters, and magazines.

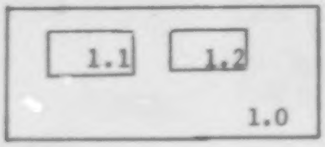
Solution
A method for settling an issue or answering a question. In the delivery system model of adult basic education, solutions refer to methods which are hypothesized as possible means of accomplishing the mission.

SPAMO
A test devised for evaluating behavioral objectives against five criteria. This quality test is an assessment of the extent to which the objective is Specific, Pertinent, Attainable, Measurable, and Observable.

Strategy
A predetermined plan that specifies the response to be given to each possible circumstance at each stage of an operation.

Sub-functions

Elements which combine to make up each major function, indicated in a flowchart model by point numeric codes, *i.e.*,(1.1), (1.2), etc.



Subsystem

A part of a system, comprised of two or more components, with a purpose of its own and designed to interact with its peer subsystems in order to attain the overall purpose of the system.

Supportive tests

Tests given during the program to provide continuing information about progress of the learner toward the instructional objectives and direct changes in the program.

Synthesis

The process of identifying parts which make up a whole, determining relationships among the parts and between the parts and the whole, combining the parts in new ways to create a new whole, and limiting the operation when further combination is either not desirable or not feasible.

System

An organization or structure of an orderly whole composed of a number of elements related in such a way that each element and the totality of all the parts work together to accomplish the mission of the organization or structure.

System design

A graphic analog together with its narrative description.

Systematization

The degree of strength in the relationships among parts of the system.

Target population

A group of people with identifiable characteristics reflecting cultural, social, educational, attitudinal,and skill factors for whom a curriculum is being developed.

Task analysis

A detailed listing of duties, operations, and skills necessary to perform a clearly defined, specific job, organized into a logical sequence which may be used for teaching, employment,or classification purposes.

Technique	The ways in which the learning task is managed to facilitate learning, *i.e.*, presentation, participation, discussion, simulation, skill practice.
Tests	Standardized situations designed to elicit samples of objects, actions, or information.
Therapy	The treatment of personality maladjustment or mental illness by psychological means, usually through personal consultation. It is administered individually or to groups through encounter, sensitivity, or behavior modification sessions.
Training	The process of preparing workers to do their jobs well by developing skills for effective work, knowledge for intelligent action, and attitudes of enthusiastic motivation.
Treatment	The process of managing remedial and corrective services.
Try out curriculum	The actual conduct of the curriculum on a small scale, with a limited number of learners.
Unipack	A self contained arrangement of teacher prepared learning materials designed for individuals and independent learners.
Unit	An organized sequence of learning experiences on a specified content area, to achieve a defined learning objective; plan to be used by learners and staff on a day to day basis for implementing and achieving all the philosophies, goals, and objectives of the curriculum.
Validity	The extent to which a solution will contribute toward realization of the stated objectives.
Values	Constructs with cognitive and affective aspects which exert directive influences on an individual; characteristics which shape the behavior of the individual.
Variables	Changeable conditions needed to be known if not controlled.
Vocational education-training	The experiences and environments created and contrived for the purpose of developing occupational awareness, providing exploratory job experiences, and preparing for gainful employment.

Volunteer services

Services which volunteers perform for an institution, ranging from donating money to arranging for programs and providing services.

Walk-through

A technique of testing the model under real life conditions by running a series of problems and alternative solutions through the model to test these alternatives, strategies and relationships as various assumptions are implemented.

The persons* listed on the following pages contributed to the development of the Model of Adult Basic Education in Corrections through participation in one or more of the seminars of Adult Basic Education in Corrections in 1970, 1971, and 1972, or through participation in the Model Design Committees.

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Mr. James H. Carter, Principal, Arkansas Training School for Boys, Wrightsville, Arkansas
Basic seminar participant: Norman, 1971

Mr. Sheridan H. Carter, Adult Basic Education Instructor, Intermediate Reformatory, Tucker, Arkansas
Basic seminar participant: Norman, 1972

Ms. Margaret Cary, Chief Correctional Supervisor, Federal Reformatory for Women, Alderson, West Virginia
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Chicago, 1971
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Basic seminar participant: Austin, 1971

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Basic seminar participant: San Dimas, 1970
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Chicago, 1971
Basic seminar instructor: Austin, 1971
Notre Dame, 1972

Mr. Fred de Clouet, Media Production Specialist, Federal Youth Center, Englewood, Colorado
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Ms. Ann P. Delatte, Director, Educational Services, Department of Offender Rehabilitation, Atlanta, Georgia
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Mr. Benjamin Deloach, Counselor, Arkansas Training School for Boys, Wrightsville, Arkansas
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Basic seminar instructor: Norman, 1971

Mr. William A. Dickinson, Deputy Superintendent, Program Services, Attica Correctional Facility, Attica, New York
Basic seminar participant: Durham, 1972

Mr. Les Dingess, Supervisor of Education, Federal Correctional Institution, La Tuna, Anthony, New Mexico-Texas
Basic seminar participant: Norman, 1971

Mr. Ronald D. Ditmore, Accountant, Colorado State Penitentiary Canon City, Colorado
Basic seminar participant: Norman, 1972

Mr. Stephen M. Domovich, Supervisor of Educational Programs I, Youth Correctional Institution, Annandale, New Jersey
Basic seminar participant: Austin, 1971

Mr. Lee D. Donigan, Assistant Commissioner (Manufacturing), Federal Prison Industries, Inc., Washington, D. C.
Basic seminar participant: Austin, 1971

Mr. James H. DuBose, Director of Education, State Department of Corrections, Columbia, South Carolina
Basic seminar participant: Morgantown, 1970
Advanced seminar participant: Franklin Park, 1970
Basic seminar instructor: Portland, 1971

Mr. Jacque W. Durham, Director of Community Organizations, Board for Fundamental Education, Indianapolis, Indiana
Basic seminar participant: Notre Dame, 1972

Mr. Donald N. Eades, Educational-Vocational Director, Iowa Women's Reformatory, Rockwell City, Iowa
Basic seminar participant: Lincoln, 1971

Mr. William M. Egbert, Director of Education, Kentucky State Penitentiary, Eddyville, Kentucky
Basic seminar participant: Notre Dame, 1971

Mr. Arthur R. Ellard, Jr., Supervisor of Education, Medical Center for Federal Prisoners, Springfield, Missouri
Basic seminar participant: San Dimas, 1970

Mr. Robert I. Elsea, Associate Warden, Federal Penitentiary, McNeil Island, Steilacoom, Washington
Basic seminar participant: Notre Dame, 1971
Advanced seminar participant: Chicago, 1971
Basic seminar instructor: Portland, 1972

Mr. Lee Enyart, Supervisor of Education, Federal Reformatory, El Reno, Oklahoma
Basic seminar participant: Morgantown, 1970
Advanced seminar participant: Franklin Park, 1970
Chicago, 1971
Basic seminar instructor: Boulder, 1971

Mr. Robert A. Erickson, Project Director, Minnesota Department of Corrections, Minneapolis, Minnesota
Basic seminar participant: Morgantown, 1970
Advanced seminar participant: Franklin Park, 1970
Basic seminar instructor: New York, 1971

Mr. Bernard M. Evanko, Assistant Superintendent, New Jersey Training School for Boys, Skillman, New Jersey
Basic seminar participant: Durham, 1972

Mr. Phil Faasuamalie, Acting Director, Territorial Criminal Justice Planning Agency, Pago Pago, American Samoa
Basic seminar participant: Pomona, 1972

Mr. Fred L. Farmer, Jr., Project Coordinator and Education Consultant, Office of Director of Penal Institutions, Topeka, Kansas
Basic seminar participant: Boulder, 1971

Mr. Alonzo W. Farr, Job Developer/Counselor, Department of Labor-Manpower Corrections Project, Trenton, New Jersey
Basic seminar participant: Durham, 1972

Mr. Ellis L. Fawcett, Assistant Superintendent, Canal Zone Schools, Balboa Heights, Canal Zone
Basic seminar participant: New York, 1971

Mr. Nathaniel A. Fisher, Associate Warden, Federal Reformatory, Petersburg, Virginia
Basic seminar participant: San Dimas, 1970
Advanced seminar participant: Franklin Park, 1970
Chicago, 1971
Basic seminar instructional team leader: Chicago, 1972
Basic seminar instructor: Notre Dame, 1971

Mr. Gene R. Freeman, Director, Federal Community Treatment Center Houston, Texas
Basic seminar participant: Lincoln, 1971

Mr. Norman P. Friend, Director of Education-Academics, State Correctional Institution, Camp Hill, Pennsylvania
Basic seminar participant: Durham, 1972

Mr. Charles B. Gadbois, Associate Superintendent of Training and Treatment, Minnesota State Reformatory for Men, St. Cloud, Minnesota
Basic seminar participant: Chicago, 1972

Mr. Henry E. Gilbert, Jr., Associate Warden, Federal Correctional Institution, Tallahassee, Florida
Basic seminar participant: Morgantown, 1970
Advanced seminar participant: Franklin Park, 1970
Basic seminar instructor: Portland, 1971

1st Lt. Michael J. Gilbert, Executive Officer, U. S. Disciplinary Barracks, Fort Leave[illegible]n, Kansas
Basic seminar p[illegible]cipant: Norman, 1972

Mr. James J. Gioletti, Educator, State Department of Corrections, Pontiac, Illinois
Basic seminar participant: Portland, 1971

Mr. Mario Giugnino, Correctional Supervisor, Federal Correctional Institution, Lompoc, California
Basic seminar participant: Portland, 1971

Mr. James R. Gorum, Auto Mechanics Instructor, Federal Correctional Institution, Texarkana, Texas
Basic seminar participant: Pomona, 1972

Mr. Bruce Grant, Associate Warden, Federal Correctional Institution, La Tuna, Anthony, New Mexico-Texas
Basic seminar participant: Athens, 1971

Mr. Robert D. Greenhoe, Academic Supervisor, Michigan Training Unit, Ionia, Michigan
Basic seminar participant: Chicago, 1972

Mr. William E. Greenlee, Superintendent of Industries, Federal Penitentiary, Lewisburg, Pennsylvania
Basic seminar participant. Athens, 1971

Mr. John W. Griffin, Associate Warden, Program Services, Colorado State Penitentiary, Canon City, Colorado
Basic seminar participant: Boulder, 1971
Model Design Committee member: Franklin Park, 1971

Mr. John P. Gruccio, Supervisor of Education, New Jersey State Prison, Leesburg, New Jersey
Basic seminar participant: New York, 1971

Dr. Robert A. Gunnell, Education Program Content Coordinator, U. S. Bureau of Prisons, Washington, D. C.
Basic seminar participant: Morgantown, 1970
Advanced seminar participant: Franklin Park, 1970
Basic seminar instructor: Norman, 1971

Mr. Jaime Guzman, Elementary School Instructor, California Conservation Center, Department of Corrections, Susanville, California
Basic seminar participant: Pomona, 1972

Mr. R. Louis Harden, Director of Training, Georgia State Prison, Reidsville, Georgia
Basic seminar participant: Athens, 1971

Mr. Robert S. Hatrak, Superintendent, New Jersey State Prison, Rahway, New Jersey
Basic seminar participant: Morgantown, 1970
Advanced seminar participant: Franklin Park, 1970
Chicago, 1971
Basic seminar instructional team leader: St. Paul, 1971
Pomona, 1972
Model Design Committee member: Schiller Park, 1970
Franklin Park, 1971
Franklin Park, 1972

Mr. Keith W. Hayball, Assistant Chief of Education, State Department of Corrections, Sacramento, California
Basic seminar participant: Portland, 1971
Advanced seminar participant: Chicago, 1971
Basic seminar instructional team leader: Notre Dame, 1972

Mr. James E. Hayes, Jr., Supportive Related Trades Instructor, Federal Correctional Institution, Sandstone, Minnesota
Basic seminar participant: Chicago, 1972

Mr. Milton C. Henderson, Instructor, Cummins Prison Grady, Arkansas
Basic seminar participant: Norman, 1972

Mr. Lawrence C. Henk, Vocational Training Instructor, Federal Penitentiary, Marion, Illinois
Basic seminar participant: Chicago, 1972

Mr. Glen L. Henrickson, Supervisor of Education, Federal Penitentiary, Marion, Illinois
Basic seminar participant: San Dimas, 1970
Advanced seminar participant: Franklin Park, 1970
Basic seminar instructor: Lincoln, 1971

Mr. Eugene E. Hilfiker, Vocational Training Director, Oregon State Correctional Institution, Salem, Oregon
Basic seminar participant: Portland, 1971
Advanced seminar participant: Chicago, 1971
Basic seminar instructional team leader: Atlanta, 1972

Mr. Edwin E. Hill, Prison School Teacher, Marquette Branch Prison, Marquette, Michigan
Basic seminar participant: Chicago, 1972

Dr. Marjorie J. Hill, Research Analyst, State Division of Corrections, Juneau, Alaska
Basic seminar participant: Portland, 1971

Mr. Dean C. Hinders, Programs Administrator, South Dakota State Penitentiary, Sioux Falls, South Dakota
Basic seminar participant: San Dimas, 1970
Advanced seminar participant: Franklin Park, 1970
Chicago, 1971
Basic seminar instructional team leader: Notre Dame, 1971
Norman, 1972
Model Design Committee member: Schiller Park, 1970
Franklin Park, 1971
Franklin Park, 1972

Mr. Clifford E. Hoff, Deputy Warden, South Dakota State Penitentiary, Sioux Falls, South Dakota
Basic seminar participant: Boulder, 1971

Ms. Marilyn K. Hoffman (Resigned), Principal, State Reformatory for Women, York, Nebraska
Basic seminar participant: Notre Dame, 1972

Mr. Robert E. Honsted, Assistant Supervisor of Education, Federal Correctional Institution, Tallahassee, Florida
Basic seminar participant: Atlanta, 1972

Mr. Lloyd W. Hooker, Librarian, U. S. Bureau of Prisons, Washington, D. C.
Basic seminar participant: Atlanta, 1972

Mr. Hal R. Hopkins, Superintendent of Industries, Federal Penitentiary, Leavenworth, Kansas
Basic seminar participant: Norman, 1971

Mr. Lyle R. Howell, Personnel Officer, Federal Correctional Institution, Milan, Michigan
Basic seminar participant: Notre Dame, 1971

Ms. Margarita R. Huantes, Executive Director, San Antonio Literacy Council, Inc., San Antonio, Texas
Basic seminar participant: Austin, 1971

Mr. Charles H. Huff, Education Specialist, Federal Penitentiary, Leavenworth, Kansas
Basic seminar participant: Morgantown, 1970
Advanced seminar participant: Franklin Park, 1970
Basic seminar instructional team leader: Portland, 1971
Model Design Committee member: Schiller Park, 1970

Mr. Steven L. Hughes, Teacher-Coordinator, Allegheny Intermediate Unit #3, State Correctional Institution at Pittsburgh, Pittsburgh, Pennsylvania
Basic seminar participant: Durham, 1972

Mr. Samuel M. Hull, Chief, Classification and Parole, Federal Reformatory, El Reno, Oklahoma
Basic seminar participant: Norman, 1971

Mr. E. L. Imboden, Superintendent, Regional Community Treatment Center, Lexington, Oklahoma
Basic seminar participant: San Dimas, 1970
Advanced seminar participant: Franklin Park, 1970
Basic seminar instructor: Athens, 1971

Mr. Eugene J. Jackson, Supervisor, Vocational Programs, Michigan Training Unit, Ionia, Michigan
Basic seminar participant: Chicago, 1972

Mr. Calvin O. Jacobs, Resource Center Coordinator, Federal Reformatory, Petersburg, Virginia
Basic seminar participant: Morgantown, 1970
Advanced seminar participant: Franklin Park, 1970
Basic seminar instructor: Boulder, 1971

Mr. John W. Jaksha, Director of Education and Training, Montana State Prison, Deer Lodge, Montana
Basic seminar participant: Boulder, 1971
Advanced seminar participant: Chicago, 1971
Basic seminar instructor: Notre Dame, 1972

Ms. Betty P. Johnson, Master Teacher, Federal Reformatory for Women, Alderson, West Virginia
Basic seminar participant: Notre Dame, 1972

Mr. Billie W. Johnson, Education Coordinator and Coach, Louisiana Correctional and Industrial School, DeQuincy, Louisiana
Basic seminar participant: Athens, 1971

Mr. James R. Johnson, Chief, Classification and Parole, Federal Correctional Institution, Terminal Island, San Pedro, California
Basic seminar participant: St. Paul, 1971

Mr. Shelvy E. Johnson, Jr., Assistant Administrator, Southeast Region, U. S. Bureau of Prisons, Washington, D. C.
Basic seminar participant: Morgantown, 1970

Mr. James B. Jones, Advanced Studies Coordinator, Federal Reformatory for Women, Alderson, West Virginia
Basic seminar participant: Notre Dame, 1972

Mr. Peter W. Jones, Master Teacher, Federal Correctional Institution, Milan, Michigan
Basic seminar participant: Chicago, 1972

Ms. Mary L. Joyner, Principal, Givens Youth Correctional Center, Simpsonville, South Carolina
Basic seminar participant: Atlanta, 1972

Mr. J. C. Verl Keeney, Director, Rehabilitation Programs, Oregon State Penitentiary, Salem, Oregon
Basic seminar participant: San Dimas, 1970
Advanced seminar participant: Franklin Park, 1970
Model Design Committee member: Schiller Park, 1970
Franklin Park, 1971
Franklin Park, 1972

Dr. Earl R. Keesler (Retired), Coordinator of Correctional Continuing Education, New York State Education Department, Hastings-on-Hudson, New York
Basic seminar participant: Morgantown, 1970
Advanced seminar participant: Franklin Park, 1970
Basic seminar instructional team leader: Athens, 1971
Model Design Committee member: Schiller Park, 1970

Mr. Lawrence W. Kelly, Training Coordinator, Federal Correctional Institution, Danbury, Connecticut
Basic seminar participant: Durham, 1972

Mr. William F. Kennedy, Education Coordinator, Oregon Corrections Division, Salem, Oregon
Basic seminar participant: San Dimas, 1970
Advanced seminar participant: Franklin Park, 1970
Chicago, 1971
Basic seminar instructional team leader: Boulder, 1971
Basic seminar instructor: Atlanta, 1972

Mr. William E. Key, Associate Warden, Federal Correctional Institution, Lexington, Kentucky
Basic seminar participant: New York, 1971

Mr. Anthony F. King, Education Programs Specialist, State Division of Correction, Baltimore, Maryland
Basic seminar participant: New York, 1971

Mr. William J. Knopke, Supportive Education Teacher, Education Department, Federal Correctional Institution, Terminal Island, San Pedro, California
Basic seminar participant: Pomona, 1972

Mr. Max R. Knust, Educational Counselor, Federal Penitentiary, Terre Haute, Indiana
Basic seminar participant: Notre Dame, 1972

Mr. James A. Krone, Teacher, Missouri Intermediate Reformatory, Jefferson City, Missouri
Basic seminar participant: Norman, 1972

Mr. Norman E. Kukuk, Director of Education, Marquette Branch Prison, Marquette, Michigan
Basic seminar participant: St. Paul, 1971

Mr. Lee S. LaBrash (Retired), Related Trades Instructor, Federal Youth Center, Englewood, Colorado
Basic seminar participant: Norman, 1972

Dr. James R. LaForest, Associate Professor and Coordinator, Public Service Education, West Georgia College, Carrollton, Georgia
Basic seminar participant: Athens, 1971
Advanced seminar participant: Chicago, 1971

Mr. Norman P. Langdon, Supervisor of Education, Federal Correctional Institution, Seagoville, Texas
Basic seminar participant: San Dimas, 1970
Advanced seminar participant: Franklin Park, 1970
Basic seminar instructor: Athens, 1971

Mr. Wilburt K. Laubach, Coordinator of Remedial Education, State Prison of Southern Michigan, Jackson, Michigan
Basic seminar participant: St. Paul, 1971

Mr. Walter F. Leapley, Educational Instructor I, South Dakota State Penitentiary, Sioux Falls, South Dakota
Basic seminar participant: Chicago, 1972

Mr. Gordon T. Leavy, Assistant Director of Education, New York State Department of Correctional Services, Albany, New York
Basic seminar participant: New York, 1971

Ms. Elizabeth M. Lebherz, Director of Education, Maryland State Department of Correctional Services, Baltimore, Maryland
Basic seminar participant: New York, 1971

Mr. Newton E. Lewis, Supervisor of Education, Federal Reformatory, Petersburg, Virginia
Basic seminar participant: St. Paul, 1971

Mr. John B. Loeb, Teacher I, Yardville Youth Reception and Correction Center, Yardville, New Jersey
Basic seminar participant: Durham, 1972

Mr. John E. Ludlow, Director of Education, Colorado State Penitentiary, Canon City, Colorado
Basic seminar participant: Norman, 1972

Mr. Richard B. Lyles, Employment Program and Training Specialist, U.S. Bureau of Prisons, Washington, D.C.
Basic seminar participant: San Dimas, 1970
Advanced seminar participant: Franklin Park, 1970
Chicago, 1971
Basic seminar instructor: Lincoln, 1971

Mr. James W. Lyon, Principal, Frenchburg Correctional Facility, Frenchburg, Kentucky
Basic seminar participant Notre Dame, 1971
Advanced seminar participant: Chicago, 1971
Basic seminar instructor: Durham, 1972

Mr. Perry D. Lyson, Director, State Training Center, Dallas, Texas
Basic seminar participant: Chicago, 1972

Mr. Richard A. Mack, Academic Teacher, Nevada State Prison, Carson City, Nevada
Basic seminar participant: Lincoln, 1971

Ms. Aileen Maclure, Adult Basic Education Teacher, Federal Correctional Institution, Terminal Island, San Pedro, California
Basic seminar participant: Pomona, 1972

Mr. David W. MacMillan, Adult Basic Education Director, Maine State Prison, Thomaston, Maine
Basic seminar participant: Durham, 1972

Mr. W.C. Maddox (Deceased), Supervisor of Education, Federal Penitentiary, Atlanta, Georgia
Basic seminar participant: Morgantown, 1970
Advanced seminar participant: Franklin Park, 1970
Basic seminar instructional team leader: Austin, 1971
Basic seminar instructor: St. Paul, 1971

Mr. Paul D. Malcomb, Vocational Training Coordinator, Federal Reformatory, Petersburg, Virginia
Basic seminar participant: St. Paul, 1971

Mr. Alfons F. Maresh, Educational Coordinator, State Department of Corrections, St. Paul, Minnesota
Basic seminar participant: St. Paul, 1971
Advanced seminar participant: Chicago, 1971
Basic seminar instructor: Chicago, 1972

Mr. Carson W. Markley, Associate Warden, Federal Reformatory for Women, Alderson, West Virginia
Basic seminar participant: New York, 1971

Mr. Boyd R. Marsing, Supervisor of Education, Nevada State Prison, Carson City, Nevada
Basic seminar participant: Lincoln, 1971
Advanced seminar participant: Chicago, 1971
Basic seminar instructor: Durham, 1972

Mr. Tommy C. Martin, Correctional Programs Officer, Federal Center for Correctional Research, Butner, North Carolina
Basic seminar participant: Notre Dame, 1971

Mr. Kent W. Mason, Assistant Superintendent, Treatment Programs, Maryland Correctional Institution-Hagerstown, Hagerstown, Maryland
Basic seminar participant: New York, 1971

Mr. Joseph C. Mazurek, Program Director, Albany County Jail and Penitentiary, Albany, New York
Basic seminar participant: New York, 1971

Mr. Kenneth A. McDannell, Director, Robert F. Kennedy Youth Center, Morgantown, West Virginia
Basic seminar participant: Boulder, 1971

Mr. John K. McDorman, Assistant Division Director, Rehabilitative Services, Georgia State Board of Corrections, Atlanta, Georgia
Basic seminar participant: Athens, 1971

Mr. Tom L. McFerren, Supervisor of Education, Medical Center for Federal Prisoners, Springfield, Missouri
Basic seminar participant: Notre Dame, 1971
Advanced seminar participant: Chicago, 1971
Basic seminar instructor: Atlanta, 1972

Mr. Rex F. McMullan, (Retired), Assistant Supervisor of Education, Federal Penitentiary, Atlanta, Georgia
Basic seminar participant: Athens, 1971

Mr. Kenneth D. McMurray, Teacher, Federal Penitentiary Marion, Illinois
Basic seminar participant: Notre Dame, 1971

Mr. Robert W. Meckly, Jr., Teacher, Federal Penitentiary, Lewisburg, Pennsylvania
Basic seminar participant: Durham, 1972

Mr. Gregorio G. Melegrito, Teacher, Missouri Training Center for Men, Moberly, Missouri
Basic seminar participant: Norman, 1972

Mr. Albert J. Menendez, Research Associate, State Board of Corrections, Atlanta, Georgia
Basic seminar participant: Athens, 1971

Mr. William D. Messersmith, Associate Warden, Federal Metropolitan Correctional Center, Chicago, Illinois
Basic seminar participant: Lincoln, 1971

Mr. William J. Meusch, Master Instructor, Federal Correctional Institution, Tallahassee, Florida
Basic seminar participant: Austin, 1971

Mr. Harold G. Miller, Chief Correctional Supervisor, Federal Correctional Institution, Oxford, Wisconsin
Basic seminar participant: St. Paul, 1971

Mr. Ned E. Miller, Senior Correctional Program Advisor, Law Enforcement Assistance Administration, Atlanta, Georgia
Basic seminar participant: Lincoln, 1971

Mr. Arturo Minjarez, Teacher, Federal Correctional Institution, La Tuna, Anthony, New Mexico-Texas
Basic seminar participant: Pomona, 1972

Mr. Michael A. Misiak, Teacher, Federal Correctional Institution, Milan, Michigan
Basic seminar participant: Chicago, 1972

Mr. James O. Mobley, Education Specialist, Federal Correctional Institution, Tallahassee, Florida
Basic seminar participant: Athens, 1971
Atlanta, 1972

Mr. Stanley I. Mopsik, Acting Coordinator, Office of Special Education, State Department of Education, Baltimore, Maryland
Basic seminar participant: New York, 1971

Mr. Samuel Moreno, Director of Education, New York State Department of Correctional Services, Albany, New York
Basic seminar participant: Morgantown, 1970
Advanced seminar participant: Franklin Park, 1970
Basic seminar instructional team leader: Lincoln, 1971

Mr. Keith A. Morrow, Director of Education and Inmate Training, Louisiana State Penitentiary, Angola, Louisiana
Basic seminar participant: Athens, 1971

Ms. Eleanor B. Mullaley, Director of Education, New Hampshire State Prison, Concord, New Hampshire
Basic seminar participant: New York, 1971

Mr. William C. Murphy, Assistant Deputy Warden, Michigan Reformatory, Ionia, Michigan
Basic seminar participant: Chicago, 1972

Mr. Richard L. Murray, Newgate Coordinator (College Program), Federal Youth Center, Englewood, Colorado
Basic seminar participant: Norman, 1972

Mr. Carl S. Myllo, Vocational Training Instructor, Federal Correctional Institution, La Tuna, Anthony, New Mexico-Texas
Basic seminar participant: Pomona, 1972

Mr. John D. Newbern, Institution Teacher, Oregon State Penitentiary, Salem, Oregon
Basic seminar participant: Portland, 1972

Mr. Carl F. Nickel, Facilities Administrator, Division of Corrections, Juneau, Alaska
Basic seminar participant: San Dimas, 1970
Advanced seminar participant: Franklin Park, 1970

Mr. John W. Nipper, Supervisor of Education, Headquarters Staff, State Department of Corrections, Baton Rouge, Louisiana
Basic seminar participant: Athens, 1971

Mr. Patrick E. O'Reilly, Adult Education Coordinator, Oklahoma State Penitentiary, McAlester, Oklahoma
Basic seminar participant: Norman, 1971

Mr. Joseph Oresic, Supervisor of Educational Programs, Youth Correctional Institution, Bordentown, New Jersey
Basic seminar participant: Morgantown, 1970
Advanced seminar participant: Franklin Park, 1970
Chicago, 1971
Basic seminar instructor: Portland, 1971
Pomona, 1972
Model Design Committee member: Franklin Park, 1971
Franklin Park, 1972

Mr. James B. Orrell, Principal, Education Department, San Quentin Prison--Bayview Schools, Tamal, California
Basic seminar participant: Portland, 1971
Advanced seminar participant: Chicago, 1971
Basic seminar instructional team leader: Durham, 1972
Model Design Committee member: Franklin Park, 1972

Mr. George H. Outlaw, Director of Education, Cassidy Lake Technical School, Chelsea, Michigan
Basic seminar participant: St. Paul, 1971

Mr. William H. Pahrman, Education Director, Oregon State Correctional Institution, Salem, Oregon
Basic seminar participant: Portland, 1971
Basic seminar instructor: Pomona, 1972

Mr. Joseph S. Palmquist, Supervisor of Education, Federal Penitentiary, McNeil Island, Steilacoom, Washington
Basic seminar participant: Boulder, 1971

Mr. Frank J. Peacock, Mathematics Instructor, Montana State Prison, Deer Lodge, Montana
Basic seminar participant: Portland, 1972

Mr. David W. Petherbridge, Instructor, Basic Education, Hoomana School, Hawaii State Prison, Honolulu, Hawaii
Basic seminar participant: Portland, 1971
Advanced seminar participant: Chicago, 1971

Mr. Herbert E. Phillips, Recreation Consultant, Kansas Penal System, Lansing, Kansas
Basic seminar participant: Boulder, 1971

Mr. John A. Pietrowski, Assistant Project Director, Adult Basic/Civic Education, State Department of Education, Boston, Massachusetts
Basic seminar participant: Durham, 1972

Mr. Donald G. Porterfield, Supervisor of Education, Federal Penitentiary, Atlanta, Georgia
Basic seminar participant: Austin, 1971

Mr. Louis C. Powell, Principal, Polk Youth Center,
Raleigh, North Carolina
Basic seminar participant: Athens, 1971

Mr. David C. Price, Adult Education Coordinator, Indiana State Reformatory,
Pendleton, Indiana
Basic seminar participant: Chicago, 1972

Mr. David B. Ramsey, Superintendent of Industries, Federal Penitentiary,
Marion, Illinois
Basic seminar participant: Notre Dame, 1971

Mr. Francis C. Ranger, Camp Administrator, Federal Correctional Institution, Lompoc, California
Basic seminar participant: Notre Dame, 1971

Mr. Donald C. Rasmussen, Assistant Superintendent of Industries, Federal
Correctional Institution, Terminal Island, San Pedro, California
Basic seminar participant: St. Paul, 1971

Mr. Arthur M. Reynolds, Director of Education and Special Services,
State Department of Corrections, Frankfort, Kentucky
Basic seminar participant: Notre Dame, 1971
Advanced seminar participant: Chicago, 1971

Mr. James A. Rhodes, Superintendent, Federal Prison Camp, Eglin Air
Force Base, Florida
Basic seminar participant: Athens, 1971

Mr. Robert D. Rhyne, Director, Region J, Division of Adult Education,
State Department of Correction, Raleigh, North Carolina
Basic seminar participant: Atlanta, 1972

Mr. John H. Riley, Senior Institution Teacher, Eastern New York Correction
Facility, Napanoch, New York
Basic seminar participant: Durham, 1972

Mr. Thurman D. Robbins, Teacher, Federal Reformatory,
El Reno, Oklahoma
Basic seminar participant: Norman, 1971

Mr. Willis A. Roberts, Director, Staff Development Center, Department of
Offender Rehabilitation, University of Georgia,
Athens, Georgia
Basic seminar participant: Atlanta, 1972

Mr. Walter D. Roche, Correctional Educator I, Colorado State Penitentiary,
Canon City, Colorado
Basic seminar participant: Norman, 1972

Mr. George H. Rodgers, Associate Warden, Federal Metropolitan Correctional
Center, San Diego, California
Basic seminar participant: Austin, 1971

Mr. Frank Romero, Assistant Supervisor of Education, Federal Correctional Institution, Texarkana, Texas
Basic seminar participant: Pomona, 1972

Ms. Evelyn Ruskin, (Resigned) Institution Instructor, Southcentral Regional Correctional Institution, Anchorage, Alaska
Basic seminar participant: Pomona, 1972

Mr. James T. Sammons, Supervisor of Education, Federal Youth Center, Ashland, Kentucky
Basic seminar participant: Notre Dame, 1971
Advanced seminar participant: Franklin Park, 1971
Basic seminar instructor: Portland, 1972
Model Design Committee member: Franklin Park, 1971

Mr. Edgar N. Sampson, Treatment Supervisor, Colorado State Reformatory, Buena Vista, Colorado
Basic seminar participant: Boulder, 1971

Mr. Jon M. Sanborn, Teacher, Valley Adult School, Salinas, California
Basic seminar participant: Pomona, 1972

Mr. Joseph Santos, Jr., Assistant Supervisor of Education, Federal Reformatory, El Reno, Oklahoma
Basic seminar participant: Norman, 1971

Mr. Carlyle P. Schenk, Institutional Education Supervisor, Minnesota State Reformatory for Men, St. Cloud, Minnesota
Basic seminar participant: Chicago, 1972

Mr. Ferdinand A. Schindler, Assistant Director of Education, Indiana State Prison, Michigan City, Indiana
Basic seminar participant: Notre Dame, 1972

Mr. Chester H. Schneider, Vocational School Supervisor, Michigan Training Unit, State Department of Corrections, Ionia, Michigan
Basic seminar participant: St. Paul, 1971

Mr. James L. Scoles, Institutional Counselor, Juneau Correctional Center, Juneau, Alaska
Basic seminar participant: Portland, 1972

Mr. Clifford E. Scott, (Retired) Associate Warden, Federal Correctional Institution, La Tuna, Anthony, New Mexico-Texas
Basic seminar participant: Norman, 1971

Mr. William R.V. Scrimger, Vocational Director, Cassidy Lake Technical School, Chelsea, Michigan
Basic seminar participant: Chicago, 1972

Mr. Harry Sella, Jr., Elementary Teacher, California Conservation Center, Susanville, California
Basic seminar participant: Pomona, 1972

Mr. Arnold R. Sessions, Instructor, Division of Community Service, Seattle Central Community College, Seattle, Washington
Basic seminar participant: San Dimas, 1970
Advanced seminar participant: Franklin Park, 1970
Chicago, 1971
Basic seminar instructional team leader: Norman, 1971
Basic seminar instructor: Atlanta, 1972
Model Design Committee member: Schiller Park, 1970
Franklin Park, 1971
Franklin Park, 1972

Mr. David A. Seyler, Supervisor of Education, Federal Correctional Institution, Oxford, Wisconsin
Basic seminar participant: Portland, 1971

Mr. David L. Shebses, Assistant Supervisor of Educational Programs, New Jersey State Prison, Trenton, New Jersey
Basic seminar participant: New York, 1971
Advanced seminar participant: Chicago, 1971
Basic seminar instructor: Portland, 1972

Mr. Jimmy R. Shehi, Personnel Officer, Medical Center for Federal Prisoners, Springfield, Illinois
Basic seminar participant: Notre Dame, 1971
Advanced seminar participant: Chicago, 1971
Basic seminar instructor: Norman, 1972

Mr. Duane E. Sheppard, Director of Education, State Reformatory for Men, St. Cloud, Minnesota
Basic seminar participant: St. Paul, 1971
Chicago, 1972

Mr. Manuel R. Silva, Senior Officer Specialist, Federal Correctional Institution, La Tuna, Anthony, New Mexico-Texas
Basic seminar participant: Pomona, 1972

Mr. Harold M. Silver, Correctional Counselor, Eastern New York Correctional Facility, Napanoch, New York
Basic seminar participant: Durham, 1972

Mr. Theodore J. Skumurski, Senior Institution Teacher, Coxsackie,Correctional Facility, West Coxsackie, New York
Basic seminar participant: Durham, 1972

Mr. John I. Slansky, Academic Instructor, Nevada State Prison, Carson City, Nevada
Basic seminar participant: Lincoln, 1971

Mr. Archie C. Sloan, Jr., Farm Manager, Federal Correctional Institution, Texarkana, Texas
Basic seminar participant: Norman, 1971

Mr. Archie Smith, Teacher IV, Missouri Intermediate Reformatory, Jefferson City, Missouri
Basic seminar participant: Norman, 1972

Mr. Edgar T. Smith, Chief, Classification and Parole, Federal Correctional Institution, Terminal Island, San Pedro, California
Basic seminar participant: Norman, 1971

Mr. Glen B. Smith, Vocational Learning Laboratory Coordinator, Education Department, Federal Penitentiary, Terre Haute, Indiana
Basic seminar participant: St. Paul, 1971
Notre Dame, 1972

Dr. Jacquelen L. Smith, (Resigned) Supervisor of Education, Federal Reformatory for Women, Alderson, West Virginia
Basic seminar participant: Notre Dame, 1971
Advanced seminar participant: Chicago, 1971
Basic seminar instructor: Chicago, 1972

Mr. Edward G. Snow, Assistant Superintendent, Lakeside School, Oklahoma State Reformatory, Granite, Oklahoma
Basic seminar instructor: Norman, 1971

Mr. Herman S. Solem, Principal, South Dakota State Penitentiary, Sioux Falls, South Dakota
Basic seminar instructor: Notre Dame, 1971

Mr. Salvatore S. Spadaro, Education Supervisor, Eastern New York Correctional Facility, Napanoch, New York
Basic seminar participant: New York, 1971

Mr. James L. Streed, Coordinator, Vocational Training Department, Federal Penitentiary, Marion, Illinois
Basic seminar participant: San Dimas, 1970
Advanced seminar participant: Franklin Park, 1970
Chicago, 1971
Basic seminar instructional team leader: Portland, 1972
Basic seminar instructor: Boulder, 1971
Model Design Committee member: Franklin Park, 1972

Mr. Stanton H. Stringfellow, (Resigned) Adult Basic Education Instructor and Supervisor, Idaho State Penitentiary, Boise Idaho
Basic seminar participant: Portland, 1971

Mr. William C. Strong, Supervisor of Education, Federal Prison Camp, Montgomery, Alabama
Basic seminar participant: San Dimas, 1970
Advanced seminar participant: Franklin Park, 1970
Basic seminar instructor: New York, 1971

Mr. John J. Swilley, Jr., Masonry Instructor, Federal Correctional Institution, Tallahassee, Florida
Basic seminar participant: Atlanta, 1972

Mr. David G. Swyhart, Supervisor of Education, Federal Correctional Institution, Sandstone, Minnesota
Basic seminar participant: San Dimas, 1970

Mr. Joseph F. Tarrer, Deputy Warden, Walker Correctional Institution, Lafayette, Georgia
Basic seminar participant: Atlanta, 1972

Mr. Edsel T. Taylor, Director of Education, MacDougall Youth Correction Center, Ridgeville, South Carolina
Basic seminar participant: Athens, 1971
Advanced seminar participant: Chicago, 1971

Mr. Larry F. Taylor, Superintendent, Federal Prison Camp--Allenwood, Montgomery, Pennsylvania
Basic seminar participant: Austin, 1971

Mr. William W. Taylor, Teacher, Valley Adult School, Salinas, California
Basic seminar participant: Pomona, 1972

Mr. Melvin E. Tennison, Chief, Classification and Parole, Federal Penitentiary, McNeil Island, Steilacoom, Washington
Basic seminar participant: St. Paul, 1971

Mr. Edward C. Thomas, Deputy Director of Institutional Services, Department of Youth Services, Columbia, South Carolina
Basic seminar participant: Athens, 1971

Mr. Frank A. Thomas, Director of Education, Idaho State Penitentiary, Boise, Idaho
Basic seminar participant: Portland, 1971

Mr. Nelson N. Thomas, Special Education Unit Supervisor, Central Prison School, Raleigh, North Carolina
Basic seminar participant: Atlanta, 1972

Mr. Robert F. Thompson, Director, Federal Community Treatment Center Complex, Chicago, Illinois
Basic seminar participant: Athens, 1971

Mr. Harold E. Toevs, Assistant Supervisor of Education, Federal Penitentiary, Lewisburg, Pennsylvania
Basic seminar participant: Chicago, 1972

Mr. Walter E. Trout, Warden, Canal Zone Penitentiary Gamboa, Canal Zone
Basic seminar participant: Morgantown, 1970

Mr. Harold F. Tupper, Jr., Supervisor of Academic Instruction, Correctional Training Facility, Soledad, California
Basic seminar participant: Pomona, 1972

Mr. Anthony C. Turner, Jr., Vocational Teacher, Yardville Youth Reception and Correction Center, Yardville, New Jersey
Basic seminar participant: Durham, 1972

Mr. Joseph M. Van Parys, (Deceased) Personnel Officer, Federal Correctional Institution, Texarkana, Texas
Basic seminar participant: Austin, 1971

Mr. Peter J. Vander Meer, Instructor IV, Attica Correctional Facility, Attica, New York
Basic seminar participant: Durham, 1972

Mr. Herman J. Venekamp, Camp Director, Youth Forestry Camp, Custer, South Dakota
Basic seminar participant: Chicago, 1972

Mr. Martin A. Vesel, Assistant Supervisor of Education, Federal Correctional Institution, Sandstone, Minnesota
Basic seminar participant: St. Paul, 1971

Mr. Cloval W. Vestal, Superintendent, Fordland Honor Camp, Jefferson City, Missouri
Basic seminar participant: Lincoln, 1971

Mr. Paul A. Wageley, Superintendent, Maryland Correctional Training Center, Hagerstown, Maryland
Basic seminar participant: New York, 1971

Ms. Ethel S. Walker, Director of Education, State Correctional Institution, Muncy, Pennsylvania
Basic seminar participant: Durham, 1972

Mr. Matthew Walsh, Director, Federal Community Treatment Center, New York, New York
Basic seminar participant: Austin, 1971

Mr. Dennis L. Weir, Academic Coordinator, Education Department, Minnesota State Prison, Stillwater, Minnesota
Basic seminar participant: Chicago, 1972

Mr. Charles L. Welker, Education Supervisor, Missouri Training Center for Men, Moberly, Missouri
Basic seminar participant: Lincoln, 1971

Mr. H. Gary Wells, Superintendent, Muskegon Correctional Facility, Muskegon, Michigan
Basic seminar participant: Morgantown, 1970
Model Design Committee member: Schiller Park, 1970

Mr. William J. Wendland, Assistant Director of Education, Montana State Prison, Deer Lodge, Montana
Basic seminar participant: Portland, 1972

Mr. Jack L. Westover, School Principal, Michigan Reformatory,
Ionia, Michigan
Basic seminar participant: St. Paul, 1971

Mr. Joseph G. Wheeler, III, Superintendent, Umstead Youth Center, Butner,
North Carolina
Basic seminar participant: Atlanta, 1972

Ms. Edith Whiting, Director of Education, Nebraska Penal Complex,
Lincoln, Nebraska
Basic seminar participant: Lincoln, 1971
Portland, 1972

Mr. James A. Williams, Education Supervisor, Missouri Intermediate Reformatory, Jefferson City, Missouri
Basic seminar participant: Lincoln, 1971
Advanced seminar participant: Chicago, 1971
Basic seminar instructor: Chicago. 1972

Mr. Nelson G. Williams, (Resigned), Institutional Instructor, South Eastern
Regional Correctional Institution, Juneau, Alaska
Basic seminar participant: San Dimas, 1970
Advanced seminar participant: Franklin Park, 1970
Basic seminar instructor: Notre Dame, 1971

Mr. Richard O. Williams, Assistant Superintendent of Education, Federal
Penitentiary, Leavenworth, Kansas
Basic seminar participant: Atlanta, 1972

Dr. Jack E. Willsey, Principal, Cassidy Lake Technical School,
Chelsea, Michigan
Basic seminar participant: Chicago, 1972

Mr. Richard J. Witkowski, Associate Warden, Federal Reformatory, Petersburg, Virginia
Basic seminar participant: Boulder, 1971

Mr. Wilbert A. Wycliff, Director, Community Treatment Center, Dallas,
Texas
Basic seminar participant: Austin, 1971

Mr. Joseph Yankoskie, Director of Classification and Treatment, Montana
State Prison, Deer Lodge, Montana
Basic seminar participant: Boulder, 1971

Mr. Frank C. Zimmerman, Education Director, Tucker Intermediate Reformatory,
Tucker, Arkansas
Basic seminar participant: Norman, 1971
Advanced seminar participant: Chicago, 1971
Basic seminar instructor: Notre Dame, 1972

RESOURCE PERSONS*

The individuals listed below served as resource persons for the Adult Basic Education in Corrections Program from 1969 to 1972.

Mr. Will Antell, Director of Indian Education, State Department of Education, St. Paul, Minnesota. 1972

Dr. Ray J. Ast, Director, Adult Basic Education Learning Center Project, Montclair State College, Upper Montclair, New Jersey. 1970

Dr. Charles M. Barrett, Dean of Continuing Education Programs, Department of Community Colleges, Raleigh, North Carolina. 1972

Dr. Lawrence A. Bennett, Chief, Research Division, State Department of Corrections, Sacramento, California. 1972

Ms. Doris A. Berg, Consultant and Teacher, Adult Basic Education Program, Boulder Public Schools, Boulder, Colorado. 1971

Dr. George Beto, former Director, Texas Department of Corrections, Huntsville, Texas. 1970

Mr. Luther H. Black, Director, Adult Basic Education, State Department of Education, Little Rock, Arkansas. 1971

Mr. John Boone, former Commissioner, State Department of Corrections, Boston, Massachusetts. 1972

Dr. Jack E. Brent, Associate Director, Robert F. Kennedy Youth Center, Morgantown, West Virginia. 1971 and 1972

Rev. Gervase J. Brinkman, Chairman, Catholic Chaplaincy Committee, and Chaplain, Illinois State Penitentiary, Joliet, Illinois. 1972

Mr. Nelson E. Caldwell, Allied Printers Associates, Uptown Poplar Bluff, Missouri. 1971

Mr. Joseph G. Cannon, Warden, Illinois State Penitentiary, Joliet, Illinois 1970, 1971, and 1972

Mr. Kenneth S. Carpenter, Chief, Corrections Section, Technical Assistance Division, Law Enforcement Assistance Administration, Washington, D. C. 1971

Mr. Lawrence A. Carpenter, Assistant Program Director, Corrections and Rehabilitation, Law Enforcement Assistance Administration, Washington, D. C. 1971

Mr. Price Chenault, Consultant, Massey Technical Institute, Inc., Jackson, Florida. 1971

Mr. Lawrence N. Christiansen, Assistant Director, Bureau of Conferences and Institutes, Division of Continuing Education, University of Colorado, Boulder, Colorado. 1971

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* The titles and affiliations are for the last known positions.

Mr. Bruno Ciccariello, Assistant to the Director of Adult Basic Education, Department of Education, Trenton, New Jersey. 1971

Mr. Elmer E. Clausen, Director of Adult Education, State Department of Public Instruction, Olympia, Washington. 1971

Mr. Archie V. Connett, Staff Associate, Western Behavioral Sciences Institute, La Jolla, California. 1970

Mr. Allen Cook, Director, Department of Corrections, Phoenix, Arizona. 1971

Dr. Charles L. Cooper, Psychological Consultant, Department of Psychology, Southeastern Community College, Whiteville, North Carolina. 1972

Dr. Richard Cortright, Assistant Director, Adult Education Service Division, National Education Association, Washington, D. C. 1971

Mr. George W. DeBow, State Director of Adult Basic Education, Department of Public Instruction, Pierre, South Dakota. 1972

Mr. Arthur Dilworth, Parole Agent, State Department of Corrections, Minneapolis, Minnesota. 1971

Mr. Robert K. Domer, Executive Director, Summit County Chapter, Seventh Step Foundation, Akron, Ohio. 1972

Mr. Edgar M. Easley, Vice-President, Program Development, Communication and Education Services, Inc., Los Angeles, California. 1972

Dr. Charles J. Eckenrode, Assistant Professor, Department of Sociology, University of Georgia, Athens, Georgia. 1971

Mr. Peter Eichman, Seattle, Washington. 1972

Mr. Claus J. Eischen, Senior Computer Programmer, Fidelity Union Trust Co., Kearny, New Jersey. 1972

Mr. John E. Elerbe, Director, Residential Treatment Center, YM-YWCA of Newark and Vicinity, Newark, New Jersey. 1972

Mr. Don R. Erickson, Director, State Department of Corrections, Boise, Idaho 1971 and 1972.

Mr. Jay F. Flamm, Director, Federal Youth Center, Ashland, Kentucky. 1971

Mr. Boris Frank, Manager, Special Projects, University of Wisconsin, Madison, Wisconsin. 1971 and 1972

Dr. John H. Furbay, President, John Furbay Associates, Inc., Forest Hills, New York. 1970, 1971, and 1972

Mr. Walter Grenier, Director of Staff Development and Training, Lewis College, Lockport, Illinois. 1972

Mr. Reis H. Hall, Special Assistant to Director, Federal Youth Center, Ashland, Kentucky. 1972

Mr. Allen E. Harbort, Suprintendent of Correctional Education, State Division of Corrections, Madison, Wisconsin. 1971

The Honorable A. Leon Higginbotham, Jr., Judge, United States District Court, Eastern District of Pennsylvania, Philadelphia, Pennsylvania. 1970

Dr. Howard Higman, Professor, Department of Sociology, University of Colorado, Boulder, Colorado. 1971 and 1972

Dr. Leonard R. Hill, Chief, Adult and Continuing Education Section, State Department of Education, Lincoln, Nebraska. 1971 and 1972

Mr. Cynthia W. Houchin, former Administrative Assistant, State Department of Correction, Little Rock, Arkansas. 1972

Mr. Glen Jeffes, Associate Superintendent for Programs, Idaho State Penitentiary, Boise, Idaho. 1971

Dr. Howard L. Johnson, Superintendent of Schools, Denver Public Schools, Denver, Colorado. 1971

Mr. Russell E. Johnson, Seattle, Washington. 1972

Mr. C. J. Johnston, former Chief, Adult Education, State Department of Public Instruction, Des Moines, Iowa. 1971 and 1972

Ms. Bobbie G. Jones, Chicago, Illinois. 1972

Dr. Harold N. Kerr, Associate Professor of Sociology, Department of Sociology, West Virginia University, Morgantown, West Virginia. 1970

Mr. Paul W. Keve, Director, State Division of Adult Corrections, Smyrna, Delaware. 1971 and 1972

Dr. Gisela Konopka, Director, Center for Youth Development and Research, University of Minnesota, Minneapolis, Minnesota. 1971

Dr. Allen Lee, Professor of Career Education, School of Education, Portland State University, Portland, Oregon. 1970

Ms. Zorina D. Lothridge, Detroit, Michigan. 1972

Dr. Ellis C. MacDougall, President, MacDougall, Pope and Medbery, Inc., Columbia, South Carolina. 1971 and 1972

Mr. Fred J. Mayo, Manager, The Edward J. DeBartolo Corp., Castleton, Indiana. 1972

Ms. Sylvia G. McCollum, Education Research Specialist, U.S. Bureau of Prisons, Washington, D.C. 1972

Dr. Howell McGee, Director, Adult Admissions and Records, University of Oklahoma, Norman, Oklahoma. 1971

Dr. John M. McKee, Director, Rehabilitation Research Foundation, Elmore, Alabama. 1970, 1971, and 1972

Mr. James W. Miller, Section Chief, Special Programs, State Department of Education, Columbus, Ohio. 1971

Mr. Ralph Mock, Program Director, Texas Education Agency, Austin, Texas. 1971

Mr. L. S. Nelson, former Warden, California State Prison, San Quentin, California. 1972

Dr. Roy C. Nichols, Resident Bishop, Pittsburgh Area, The United Methodist Church, Pittsburgh, Pennsylvania. 1971 and 1972

Mr. Jerry O. Nielsen, State Supervisor, Vocational-Technical and Adult Education Branch, State Department of Education, Carson City, Nevada. 1971 and 1972

Dr. John B. O'Hara, Dean of Continuing Education, Kellogg West Center for Continuing Education, California State Polytechnic University, Pomona, California. 1970

Mr. Jules Pagano, Executive Director, Adult Education Association, Washington, D. C. 1971

Dr. James J. Pancrazio, Associate Professor of Psychology and Counseling, Sangamon State University, Springfield, Illinois. 1972

Mr. Jerald D. Parkinson, Warden, South Dakota State Penitentiary, Sioux Falls, South Dakota. 1971 and 1972

Mr. Louis Randall, Executive Director, St. Leonard's House, Chicago, Illinois. 1972

Mr. John M. Ratliff, Portland, Oregon. 1972

Mr. Jack Reddington, Sioux Falls, South Dakota. 1972

Mr. Amos E. Reed, Administrator, State Corrections Division, Salem, Oregon. 1972

Mr. Ken Russell, Chief, Adult Education, State Department of Public Instruction, Des Moines, Iowa. 1971

Mr. M. Eldon Schultz, Adult Education Senior Program Officer, U.S. Office of Education, Region V, Chicago, Illinois, 1971

Dr. John K. Sherk, Jr., Associate Professor of Education and Director of the Reading Center, University of Missouri-Kansas City, Kansas City, Missouri. 1970 and 1972

Dr. Ronald H. Sherron, Director, Adult Basic Education Project, Virginia Commonwealth University, Richmond, Virginia. 1972

Dr. Leonard C. Silvern, President, Education and Training Consultants Co., Los Angeles, California. 1970, 1971, and 1972

Dr. John C. Snider, Assistant Professor of Continuing Education, Colorado State University, Fort Collins, Colorado. 1971

Dr. Frank Snyder, Supervisor, Adult Education, Montgomery County Public Schools, Rockville, Maryland. 1970 and 1972

Mr. Thurman L. Spach, Jr., Las Vegas, Nevada. 1972

Mr. Roy W. Steeves, Assistant Chief, Adult Education, State Department of Education, Los Angeles, California. 1971

Mr. Monroe Sweetland, Legislative Consultant, National Education Association, Burlingame, California. 1971

Dr. Ward Sybouts, Chairman, Department of Secondary Education, University of Nebraska, Lincoln, Nebraska. 1971 and 1972

Dr. Ronald C. Tarlaian, Program Officer, Division of Manpower Development and Training, U. S. Office of Education, Washington, D. C. 1970

Mr. Carroll Towey, Adult Education Program Officer, U. S. Office of Education, Region I, Boston, Massachusetts. 1971

Mr. Thomas M. Trujillo, Director, Adult Basic Education Programs, State Department of Education, Santa Fe, New Mexico. 1972

Mr. Olin L. Turner, Superintendent, Coastal Community Pre-Release Center, State Department of Corrections, Charleston Heights, South Carolina. 1972

Dr. Stephen S. Udvari, Associate Project Director, Rural Family Development Project, University of Wisconsin, Madison, Wisconsin. 1972

Mr. David J. Valler, Dearborn, Michigan. 1972

Dr. Arthur B. Ward, Head, Department of Conferences, Center for Continuing Education, University of Nebraska, Lincoln, Nebraska. 1971

Dr. Morrison F. Warren, Director, I. D. Payne Laboratory, Arizona State University, Tempe, Arizona. 1971 and 1972

Dr. C. Donald Weinberg, Supervisor of Educational Programs, New Jersey State Prison, Trenton, New Jersey. 1972

Mr. Harry H. Woodward, Jr., Executive Director, Lewis University Special Services Center, Lewis University, Chicago, Illinois. 1970 and 1972

ADVISORY COMMITTEE MEMBERS*

The individuals listed below served as members of the Advisory Committee of the Adult Basic Education in Corrections Program from 1969 to 1972.

Mr. Noah L. Alldredge, (Retired) Warden, Federal Penitentiary, Lewisburg, Pennsylvania. 1971-1972.

Dr. Morris L. Brown, Chief, Program Planning, Division of Adult Education, U. S. Office of Education, Washington, D. C. 1969-1970, 1970-1971, and 1971-1972.

Dr. Donald G. Butcher, Coordinator, Division of Adult Education and Community Services, State Department of Education, Lansing, Michigan. 1969-1970

Mr. Kenneth S. Carpenter, Chief, Corrections Section, Technical Assistance Division, Law Enforcement Assistance Administration, Washington, D. C. 1971-1972

Dr. Barbara Chandler, Education Program Specialist, Division of Adult Education, U. S. Office of Education, Washington, D. C. 1969-1970.

Mr. David T. Christian, Cleveland, Ohio. 1969-1970

Mr. Arthur Dilworth, Parole Agent, State Department of Corrections, Minneapolis, Minnesota. 1971-1972

Ms. Betty Donahue, Program Specialist, U. S. Department of Health, Education, and Welfare, Washington, D. C. 1969-1970 and 1970-1971.

Mr. J.K. East, Director, Division of Adult Education Programs, State Department of Education, Columbia, South Carolina. 1969-1970.

Mr. J. Clark Esarey, Superintendent of Education, State Department of Corrections, Springfield, Illinois. 1970-1971 and 1971-1972.

Ms. Eleanor Jean Hinsley, Program Specialist, U. S. Department of Health, Education and Welfare, Washington, D. C. 1971-1972.

Dr. James C. Jacks, Consultant, Correctional Rehabilitation Services, Social and Rehabilitation Services Administration, Department of Health, Education and Welfare, Washington, D. C. 1969-1970 and 1970-1971.

Mr. Paul W. Keve, Director, State Division of Adult Corrections, Smyrna, Delaware. 1969-1970, 1970 -1971, and 1971-1972

Ms. Sylvia G. McCollum, Education Research Specialist, U. S. Bureau of Prisons, Washington, D. C. 1969-1970, 1970-1971, and 1971-1972.

Mr. James E. Murphy, (Resigned) Vice President for Correctional Programs, Washington, D. C. 1969-1970.

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* The titles and affiliations are for the last known positions.

Mr. Jerry O. Nielsen, State Supervisor, Vocational-Technical and Adult Education Branch, Carson City, Nevada. 1970-1971 and 1971-1972.

Ms. Mary Irene Pendell, Program Specialist, U. S. Department of Health, Education and Welfare, Washington, D. C. 1971-1972.

Dr. William D. Waller, (Resigned), Director of Education, State Department of Correction, Hartford, Connecticut. 1969-1970.

Mr. Alfred E. Warren, Jr., NCCY Project Crossroads, Washington, D. C. 1969-1970.

Dr. Garland Wollard, (Retired), Director of Education, Vocational-Training, U. S. Bureau of Prisons, Washington, D. C. 1969-1970.

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